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AN EXAMINATION OF CHANGES IN TEACHERS' AND
STUDENTS' ATTITUDES, VALUES, EXPECTATIONS,
AND PERCEPTIONS IN AN INNOVATIVE HIGH SCHOOL

BY



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A THESIS

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled "An Examination of Changes in Teachers' and Students' Attitudes, Values, Expectations, and Perceptions in an Innovative High School" submitted by Alexander Leslie Muzyka in partial fulfilment of the requirements for the degree of Master of Education.

ABSTRACT

The main purpose of this study was to examine and discuss changes in the perceptions, attitudes, expectations and values of teachers and students in an innovative high school during a period of one year. A series of models were adapted and developed in order to illustrate one method by which a school can obtain and use feedback information for decision-making. This study formed part of a larger investigation called Project Inquiry whose purpose was to provide information feedback to the personnel of the innovative school.

The variables in this study were measured by instruments that were developed, modified, and validated in Alberta schools during the past six years. The Staff Data Series and Student Data Series were the two main data gathering instruments that were used.

Data were collected from teachers and students at M. E. LaZerte Composite High School in December 1970 and 1971. Data from all of the teachers present were used in both years. A computer-generated random sample was taken from the total student population in 1970. In 1971 the total student population was asked to complete randomly assigned sections of the total instruments.

Significant differences were found in the two sets of data in the following areas:

- (1) Teacher perceptions of organizational climate
- (2) Teachers' and students' expectations for the
role of the high school student
- (3) Student expectations for pupil control

- (4) Teacher perceptions of satisfaction in relations with students
- (5) Student perceptions of satisfaction with various aspects of their school organization
- (6) Student value orientations
- (7) Student perceptions of the teacher.

The staff data indicated that the teachers perceived the principal to be lower in production emphasis and thrust in 1971. However the school climate appeared to be less open in 1971. Teachers in 1971, expected students not to participate, criticize, and challenge as much as in 1970. The staff did feel that it was more satisfied with interactions with students in 1971.

Students in 1971 felt that they should not conform to the same degree as in 1970. They desired a more custodial atmosphere, and were less satisfied with various aspects of the school program in 1971. The students were more "now" oriented and wished to rise in status above their parents and their peers. They viewed teachers more favorably in 1971, and were influenced by school, teachers and parents to a greater degree.

ACKNOWLEDGEMENTS

This thesis is dedicated to my sons, David and Raymond. May they continue to enjoy the satisfactions of attending schools staffed with innovative personnel.

The writer wishes to express his indebtedness to the many people who contributed to the completion of this study.

I wish to thank Dr. David Friesen for having the patience to encourage this study to completion, and to commend him for his humanistic endeavours in successfully bridging the gap between theory and practice. The suggestions for improvement and constructive criticisms made by the other committee members, Dr. R. C. Bryce and Dr. D. Sawada, are also appreciated.

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CHAPTER ONE

DEFINITION AND INTRODUCTION TO THE PROBLEM

INTRODUCTION

Changes in Canadian society are encouraging educators to attempt innovative approaches to teaching and learning in the schools. Unfortunately some of these schools revert to a more static traditional orientation after a few years of operation. The literature is full of accounts of modern schools which have begun operations with dynamic, innovative zeal, and then, have faded into quiet obscurity never to be heard from again. (Ohme, 1972:655)

Writers of social systems theory suggest that schools do not have built in strategies for obtaining information about the vital dynamic processes within their organizational structure. These social scientists suggest that schools must have some type of information feedback about their organizational life in order to maintain their innovative qualities.

Guba (1971:255) believes that "feedback is critical in monitoring experimental projects and providing data relevant to changes in the activities of the project." Haller (1970:46) in describing strategies for change states that "the notion of feedback derives from conceptualizing the school as a goal-directed social system capable of adjusting itself to changing conditions." However, Frymier (1969:36) points out that the educational system is an incomplete social system because it lacks an important aspect of open social systems - the part which exercises influence through corrective feedback to make the system improve and change.

Other writers point out the directions to be taken in seeking information about the dynamic aspects of the educational organization. Sarasan (1971:233) underscores the need for a model to view the information which is relevant. In a simple statement he points out two important problems to be considered by saying, "one cannot study everything and the human observer is far from being a neutral instrument." Carl R. Rogers (1967:134) adds some more practical advice when he describes a plan for educational change in which research plays an important role. He suggests that attempts be made to measure changes in attitudes and behavior of individuals, and that organizational climate be measured before and after the initiation of the program.

The need for combining theory and practice in providing feedback information is elaborated most extensively by writers such as: Owens (1970), Ratsoy and Friesen (1967), Jung and Lippit (1966), and Stufflebeam et al (1971). These writers suggest that knowledge about the educational organization and scientific knowledge based on research must somehow be brought together to provide useful feedback information which can be used to help educators make decisions about the educational program and the processes involved. The ideas suggested by these writers are used more extensively in the development of a theoretical framework for viewing information feedback for decision-making in chapter two of this thesis.

In summary then, innovative schools are constantly producing information about the varied aspects of their organizational character. This information must be gathered, systematized, and fed back into the school system in order that the personnel concerned may make decisions

about subsequent changes or modifications to the organization in order to keep the school responsive to the needs of the society it serves.

THE PROBLEM

Statement of the Problem

The main purpose of this study was to examine and discuss changes in the expectations, perceptions, attitudes, and values of teachers and students in an innovative high school which is known as M. E. LaZerte Composite High School, during the period December 1970 to December 1971. A series of models were adapted and developed in order to illustrate one method by which a school can obtain and use feedback information for decision making. This study formed part of a larger investigation called Project Inquiry whose purpose was to provide information feedback to the personnel of the innovative school.

Research Questions

The sub-problems related to the specific concepts examined by this study are stated as research questions below:

1.0 The Tasks of Public Education

- 1.1 Are there differences in the rankings by teachers of the tasks of public education between 1970 and 1971?
- 1.2 Are there differences in the rankings by students of the tasks of public education between 1970 and 1971?

2.0 Organizational Climate

- 2.1 Are there significant differences in the degree

of openness of school climate between 1970 and 1971 as perceived by teachers?

2.2 Are there significant differences in teacher climate perceptions between 1970 and 1971 as measured by mean scores on the subtests of the OCDQ?

2.3 Are there significant differences in the degree of openness of school climate between 1970 and 1971 as perceived by students?

2.4 Are there significant differences in student climate perceptions between 1970 and 1971 as measured by mean scores on the subtests of the OCDQ?

3.0 The High School Student's Role

3.1 Are there significant differences in mean scores for the factors associated with the high school student's role as perceived by teachers in 1970 and 1971?

3.2 Are there significant differences in mean scores for the factors associated with the high school student's role as perceived by students in 1970 and 1971?

4.0 Pupil Control Ideology

4.1 Are there significant differences in teacher attitudes towards pupil control between 1970 and 1971?

- 4.2 Are there significant differences in student attitudes toward pupil control between 1970 and 1971?

5.0 Attitudes Towards Educational Administration

- 5.1 Are there significant differences in teacher attitudes towards the concept "educational administration" between 1970 and 1971?
- 5.2 Are there significant differences in student attitudes towards the concept "educational administration" between 1970 and 1971?

6.0 Perceptions of Satisfaction

- 6.1 Are there significant differences in the responses to the items associated with satisfaction as perceived by teachers in 1970 and 1971?
- 6.2 Are there significant differences in the responses to the items associated with satisfaction as perceived by students in 1970 and 1971?

7.0 Student Values

- 7.1 Are there significant differences in the value orientations of students in 1970 from the value orientations in 1971?

8.0 Student Political Efficacy

- 8.1 Are there significant differences between political efficacy mean scores of students

in 1970 and 1971?

9.0 Teacher Ratings

9.1 Are there significant differences in the responses between 1970 and 1971, to the items associated with teacher ratings of various aspects of the school organization?

10.0 Student Ratings

10.1 Are there significant differences in the responses between 1970 and 1971, to the items associated with student ratings of various aspects of their performance?

11.0 Student Perceptions

11.1 Are there significant differences between 1970 and 1971, in the responses to the items associated with student perceptions of the teacher image?

11.2 Are there significant differences between 1970 and 1971, in the responses to the items associated with student perceptions of their parents, and to their parents' perceptions of the school?

Significance of the Study

This study is significant in that it provides objective information which may be examined by the administration and staff in order to make decisions concerning a school's organization and development.

The present study appears to be unique, in that a search of the literature was not rewarded by the discovery of other studies in which an attempt was made to synthesize the processes of information retrieval, analysis, and discussion, within a series of related theoretical models, which suggested an approach by which a school could use the information feedback for decision-making.

Finally it is important to know the relative importance that teachers and students place on various aspects of the school organization. The results of this study may be used as a starting point in some type of meaningful dialogue between the two groups.

Assumptions

For the purpose of this study it was assumed that:

1. The concepts chosen for the study are significant in the organizational life of a high school.
2. The instruments possessed the degree of validity and reliability necessary for this study.
3. The questions were answered accurately and in good faith by the respondents in both testing periods.

Delimitations

This study was delimited in the following ways:

1. No attempt was made to evaluate the organization nor to compare it with any other organization.
2. No attempt was made to relate the various concepts measured.

3. No attempt was made to compare responses between students and teachers, nor to examine responses within the groups.
4. The study was delimited to an examination of changes in M. E. LaZerte's students' and teachers' attitudes, expectations, perceptions and values between 1970 and 1971.
5. The study was conducted in one innovative urban high school with teachers and students in Grades 10, 11 and 12.

Limitations

Some limitations were inherent in the instruments and others were due to externally imposed sources.

1. The use of questionnaires to obtain self reports of students and teachers may produce data of questionable accuracy.
2. Problems of faulty perceptions, fatigue, lack of awareness of unconscious motives, deliberate and unconscious errors reduce the overall reliability and validity.
3. Some students were away when questionnaires were completed.
4. The delimitation of the teacher and student sample to an innovative high school limits the application of the findings to other similar high schools.

5. The study was also limited by the fact that the second testing period incorporated grade ten students who were not in the school during the initial testing period, and grade twelve students who were away in the final one.

DEFINITION OF TERMS

The definition of terms used in this study has been compiled from the literature dealing with studies which have been conducted in this province and elsewhere in Canada and the United States during the past ten years.

1. Feedback

Griffiths (1970:228) defines feedback as, "information channeled into the system, and results from outcomes of system action. It may lead to adjustment of future conduct in relation to past experience.

Owens (1970:230) says that feedback, "... is often illustrated as a loop, for it returns to the system information which enables it to adjust so as to keep the system in a steady state."

In this study feedback will refer to the information which has been analyzed from the two sets of questionnaires which were administered to students and teachers at M. E. LaZerte.

2. Input-Output Relationships

This relationship is defined by Griffiths (1970:229) as, "the linkage of the initial and terminal states of

system action. Output may exceed input, may equal input, or may be less than input."

The inputs and outputs used in this study are teachers' and students' attitudes, perceptions, expectations and values as measured by the two sets of questionnaires in 1970 and 1971 respectively.

3. Tasks of Public Education

Sixteen objectives of education were obtained by surveying the educational literature from the time of Horace Mann until 1959. These objectives are stated in the form of performance tasks and are used to ascertain opinion on the priorities of the aims of education.

4. Organizational Climate (School Climate)

Organizational climate refers to one of the six categories of the social interaction between principal and teachers as measured by the OCDQ. In this thesis the term will also be used to refer to the interaction between students and teachers. (Marsh, 1970:35).

5. Openness

Openness is defined as an openness score obtained by summing the sub-tests esprit and thrust and subtracting disengagement.

6. Organizational Climate Dimensions

Organizational climate dimensions are the eight dimensions of the social interaction between the

principal and the teachers, four of which describe the principal's behavior and four describe the teacher group behavior. In this thesis the terms will also be used to describe the teacher behavior and student group behavior in the classroom situation.

7. Eight sub-tests of the OCDQ (Owens, 1970:177)

a. Disengagement refers to the group members tendency to be "not with it." This dimension describes a group which is "going through the motions." It describes a group which is not in gear with the tasks at hand.

b. Hindrance refers to the group members feelings that the leader burdens them with routine duties. The group members feel that the leader is hindering rather than facilitating their work.

c. Esprit refers to "morale." The group members feel that their social needs are being satisfied and that they are at the same time engaging in a sense of accomplishment in their job.

d. Intimacy refers to the group members enjoyment of a friendly social relations with each other. This dimension describes a social needs satisfaction which is not necessarily associated with task accomplishment.

e. Aloofness refers to behavior by the leader which is formal and impersonal. To maintain this style he keeps himself, at least emotionally, at a distance

from the group.

f. Production Emphasis refers to the behavior by the leader characterized by close supervision of the group. He is highly directive and plays the role of the "straw boss." His communication tends to go in only one direction and he is not sensitive to feedback from the group.

g. Thrust refers to behavior by the leader which is characterized by evident efforts to "move the organization." Apparently because he does not ask the group to give of themselves anymore than he willingly gives of himself his behavior though starkly task-oriented is viewed favorably by the group.

h. Consideration refers to the leader's behavior which is characterized by an inclination to treat the group "humanely", to try to do a little more for them in humane terms.

8. Role of the Student

This is operationally defined as: students behavior in relation to: 1) the rules and regulations of the school 2) the staff 3) curriculum 4) the peer group, and 5) participation in decision-making.

9. Role of the Student Factors

a. Student Conformity refers to compliance with the expectations of superiors.

b. Student Participation refers to the students right to express criticism of institutional policy.

d. Student Challenge refers to a group attitude rather than an individual concern.

e. Individual Quest refers to learning as an inquiry process for the individual.

10. Student Control refers to a continuum of student control characterized by a humanistic orientation at one end and a custodial orientation at the other end.

11. Attitudes Towards Administration

Operationally defined as favorable or unfavorable attitudes towards this concept as measured by the semantic differential scale.

12. Satisfaction

Bevan (1970:7) defines satisfaction as the affective orientations or attitudes on the part of individuals towards work roles they are presently occupying. Positive attitudes are conceptually equivalent to satisfaction and negative attitudes toward the student work role are equivalent to dissatisfaction.

13. Values

Walter (1970:8) summarizes the work of many researchers when he states: "This concept stresses the desirable that is what is felt to be right and proper for ourselves and for others. This may

be something different from that which is generally practiced. Also it may indicate something different from that desired or preferred according to the moment."

14. Value Orientations

These are operationally defined as factors on the Student Values Inventory and are defined as follows:

- a. Future Plans refers to a student's future orientations in regards to his career and work.
- b. Hedonistic Tone refers to living for present pleasures rather than sacrificing through self-denial.
- c. Sociability refers to a disposition towards friendliness and a natural inclination to be in company with others.
- d. Discipline refers to student acceptance of rigid discipline, externally imposed control and regulations as leading to development of self-discipline.
- e. Individualism refers to a belief that individual freedom and right of self-expression is as important as the welfare of the community or the group.
- f. Status refers to a desire to improve one's status or to rise over one's peers.

g. Ambition refers to a desire to improve one's position or station in life.

h. Other Directed refers to another concept related to the influence of the group on the individual.

15. Political Efficacy

The operational definition of this term is related to the score obtained on a four point scale which attempts to measure the feeling that political and social change is possible and that the individual citizen can play a part in bringing about this change. (Benoit, 1967:4)

ORGANIZATION OF THESIS

In chapter two a theoretical framework will be developed to show how knowledge of the educational setting and scientific knowledge can be utilized to provide feedback data to the local school or system. Chapter two also describes the instruments used in this study and gives brief reference to other local research studies which utilized the same instruments.

Chapter three outlines the research methodology and design.

Chapter four presents the analysis of data and discussion of the research findings.

Chapter five summarizes the research findings, presents conclusions, and discusses some implications for theory and practice.

CHAPTER TWO

THEORETICAL AND PRACTICAL ORIENTATION

INTRODUCTION

Elected representatives of the community make decisions about the allocation of resources for educational institutions, based on the current philosophy of education and on the expressed or felt needs of the community that is to be served. Once the school is built, the decision to modify or to improve it is based on the feedback that the educational representatives receive from the school and its community.

However, within the range of allocated resources, the local school administration and school staff have freedom to modify or to improve the educational experiences of their clients. Often these educators do not have the necessary information that will help to suggest the directions to be undertaken in order to improve the existing educational practice. This chapter will present models which can help administrators to gather and use information about their schools.

INFORMATION ABOUT EDUCATIONAL ORGANIZATIONS: MODELS

The Decision-Making Model

School staffs must make decisions about modifying educational practice based on knowledge of 1) what is happening in their schools, and 2) what should be happening in terms of the objectives that have

been agreed upon. The following model has been adapted from the decision-making model developed by Stufflebeam et al (1971:39).

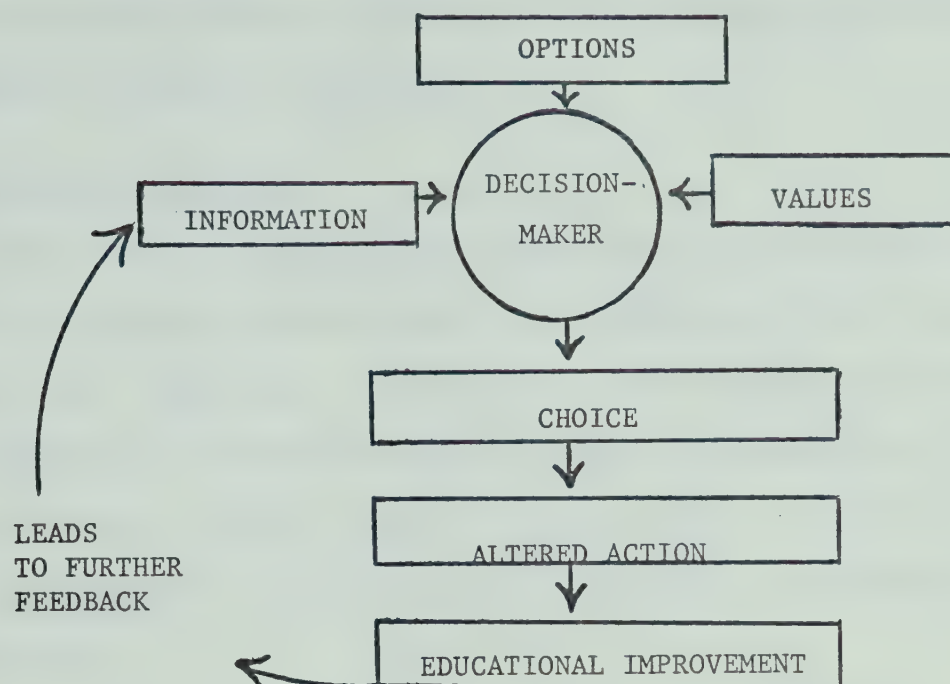


Figure 2.1 UTILIZATION OF FEEDBACK INFORMATION BY DECISION-MAKERS

This model shown in figure 2.1 indicates that the decision-maker not only uses feedback information, but he also is instrumental in producing more feedback as a result of his action.

Decision-makers, in terms of their own values and the options available to them make choices for altered action resulting hopefully in the improvement of educational experiences for their clients. According to Stufflebeam (1971:38) "Choice from among alternatives is a crucial element in improvement." Knowing about alternatives implies that the decision-maker has information - information about his own school, and information about other schools like his own. He must also

have some knowledge about educational theory and research which is accumulating in universities and school districts. The model discussed in the next section outlines how these two factors may be combined into a meaningful retrieval of information.

Information Feedback Model

There are two sources of information which school staffs may look to for feedback concerning their organization's success in meeting its objectives. These are: 1) knowledge of the educational setting, and 2) knowledge of scientific theory, research, and methodology. Ratsoy and Friesen (1967:65) speak of the importance of these two sources of information in staff decisions concerning the implementation of innovations:

The staff or administration will arrive at a priority in choosing innovations, but the "quality" of this priority depends upon the interplay of the total innovation process especially to the degree in which knowledge can be retrieved from the setting as well as from scientific theory, research and methodology.

The model in figure 2.2, has been adapted from a model which was developed by Ratsoy and Friesen (1967:64). In this model the decision-maker begins with a quest or search for knowledge about a stated problem. As the model shows he may proceed directly to: 1) an examination of the local school, or, 2) a review of the body of scientific knowledge.

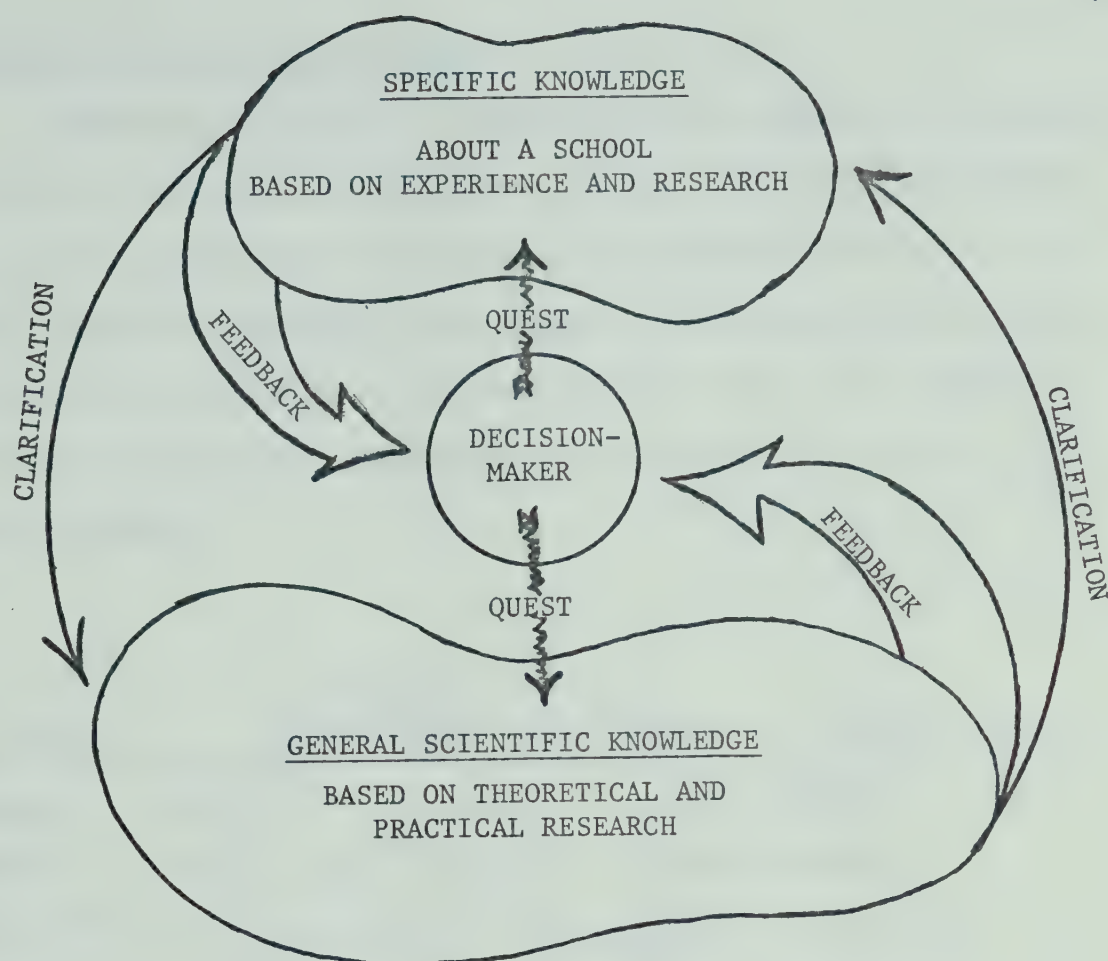
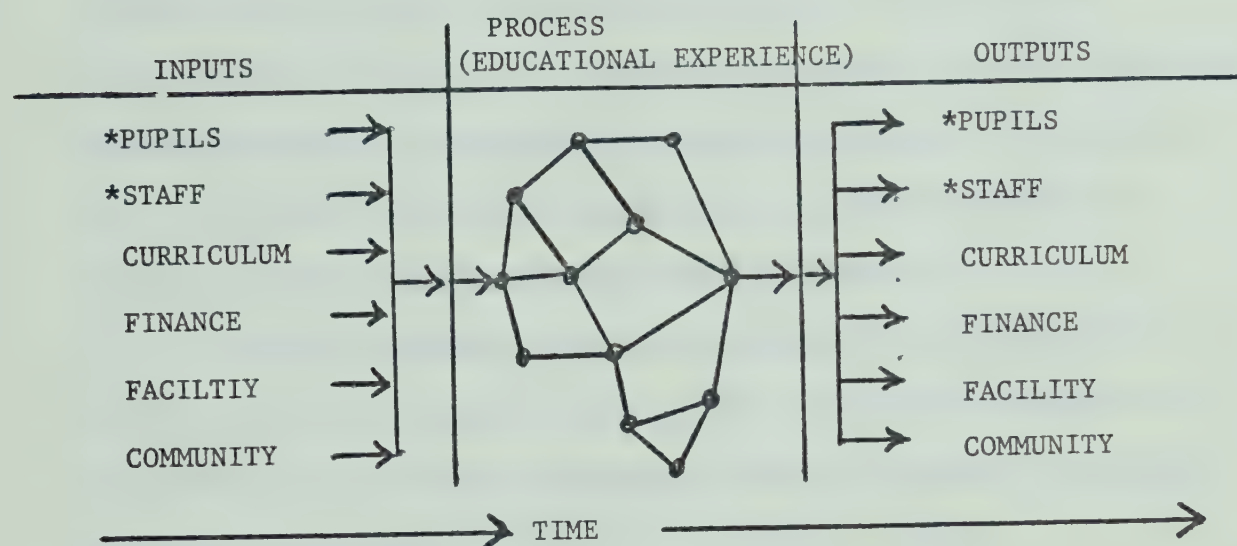


Figure 2.2 INFORMATION FEEDBACK MODEL

The information which is received from the two sources is called feedback. However the decision-maker may seek further clarification by by-passing the feedback route as shown by the outside set of arrows in figure 2.2. This process may be viewed as a cyclic activity proceeding through a series of loops from one source to another before being fed back into the organization. This process is a very vital one in the organizational health of an innovative school. As mentioned in chapter one, this feedback process with its cyclic features is the quality that is missing in most educational institutions.

Information Producing System Model

The model in figure 2.2 suggests that the search for information should be a constantly moving process, because the actual information that is being produced is changing as the organization exists. The model in figure 2.3 suggests some types of information that are being produced by an organization such as a school, and it also suggests a technique by which this information may be obtained for use in decision-making.



*NOTE: Pupils may be described by their sex, age, attitudes, perceptions, feelings, etc.

Figure 2.3 AN INFORMATION PRODUCING SYSTEM FROM
STUFFLEBEAM ET AL (1971:125)

Information in a dynamic organization such as a school is being produced continuously. It is being produced as a result of the interrelationship between: a) the inputs into the system, and, b) the

processes or educational experiences. This interaction or lack of interaction results in outputs. The outputs may be larger or smaller than the inputs (+,-), or they may be the same (o). An examination of the differences or similarities between the inputs and the outputs in terms of the processes must be undertaken in order to understand fully what is occurring in an innovative school.

Owens (1970:152) says that in a school the number of inputs and outputs is unlimited and the measurement of these qualities is constrained only by the creativity and the sensitivity of the person doing the measurement, and by the precision of the measuring instruments. As the model in figure 2.3 suggests, feedback information may be obtained by subtracting or comparing the inputs and outputs. This information may then be examined by the decision-makers as suggested by the decision-making model in figure 2.1.

For the purpose of this study the inputs and outputs that are examined include: 1) staff and students' attitudes, expectations, perceptions, feelings of satisfaction, and, 2) students' values and political attitudes.

INFORMATION ABOUT EDUCATIONAL ORGANIZATIONS: RELATED STUDIES

Introduction

Previous research in Canada and particularly in the western provinces has focussed upon various aspects of the schools' social system. These studies have helped to produce and validate instruments which have proven to measure differences in students' and teachers' responses when compared to observations and interviews.

The variables in this study were measured by instruments that were modified, developed and validated in Alberta schools over the past six years. These concepts are related to contemporary issues which underlie the student and staff relationships in a large innovative urban high school.

The next two sections of this chapter, review some of the most recent studies completed at the University of Alberta which have a bearing on the instruments used in the current study, and, summarize some of the most significant findings of a case study completed at M. E. LaZerte Composite High School in March 1971.

Recent Alberta Studies Which Used the Main Instruments

Tasks of Public Education. Aucoin (1967) examined the perceptions of secondary school principals regarding the relative importance of the Tasks of Public Education. He considered that tasks were important because the effectiveness of the school is related to the way that staff members perceive its goals.

Pritchard (1970) in studying senior high school vocational education programs was concerned with tasks in relation to recent cut-backs by the Alberta government in educational spending on the basis of priorities in education.

Organizational Climate. Marsh (1970) used the Organizational Climate Description Questionnaire for measuring high school teachers' perceptions of their school climate. He also adapted the O.C.D.Q. to measure high school students' perceptions of their school's climate.

Marsh thought that a study of climate was important because he felt that an organization should maintain a favorable social and emotional climate and should know how successful it was in terms of the perceptions of those involved.

Role of the High School Student. Deiseach (1969) adapted an instrument, that was developed by Bergan and Friesen at the University of Alberta, to study the role of the high school student through the perceptions of first year University of Alberta students. The prevailing climate of unrest and the demands for a greater voice in decision-making by high school students prompted this study.

Pupil Control Ideology. Bevan (1970) used the P.C.I. instrument in his study of student satisfaction of various aspects of the school organization. The P.C.I. was originally designed by Willower et al (1967) to investigate the ideology of public school professional personnel. The study of pupil control is important because it is related to the school's authority structure, which in turn determines the nature of the interaction between staff and students.

Attitudes Towards Educational Administration. Friesen (1969) investigated the perceptions and meanings of educational administration, held by first year University of Alberta students. He considered the study of attitudes towards educational administration to be important at a time when students were becoming dissatisfied with the administrative leadership in educational institutions.

Satisfaction. Two recent studies at the University of Alberta: Bevan (1970), and Marsh (1970), studied satisfaction in relation to various aspects of their learning environment. Both felt that a high

degree of satisfaction with various aspects of the learning situation is necessary by both students and staff.

Values. Cathcart (1967) studied the values of high school students in relation to certain personal and social characteristics.

Walter (1971) studied Indian and non-Indian youth values in Northern Alberta Schools.

Political Efficacy. Benoit (1967) investigated the political attitudes of high school students. He felt that teachers should seek to understand the teenage subculture if they are to effectively communicate with the students.

Summary. A very brief reference has been made to the most recent, relevant and topical studies in Alberta which are related to this study. For additional information see Johnson (1972). A perusal of each of the references will enlighten the reader in regards to the statistical treatment, development of instruments, population samples and recommendations for further study.

Summary of Relevant Findings in Winton's Case-Study of M. E. LaZerte Composite High School in March 1971

In March 1971, Winton (1971) completed a case study of M. E. LaZerte Composite High School. A summary of her findings is included here in order to provide a brief description of the changes that were taking place at M. E. LaZerte in relation to the organization, and to the roles of individuals at the school.

Organizational Changes at M. E. LaZerte during Period September 1970 - March 1971. - summarized from Winton (1971:107-111).

Teacher-advisor concept. In September 1970 advisors were

assigned by computer. After January 1971 students were able to choose their advisor and the teachers could opt out of this role if they were uncomfortable in it.

Curricular Changes. Learning packages were revised or reconstructed in the second term.

The first part of the year was "chaotic" as teachers "scrambled" to prepare programs. Gradually an individualized study program evolved beginning with lectures and discussions and terminating with student centered learning.

Resource Centers. There was a gradual evolvement from complete openness to a relatively more structured student centered approach.

Changes in Communication. As the year (1970-71) progressed roles were more clearly delineated resulting in clearer communication patterns.

Changes Related to Students. More freedom was awarded students in the use of resource centers, lounges, smoking areas and cafeterias.

Administrative Changes. Toward the end of the first term no detailed duties remained as the principal's responsibility. An open door policy towards teachers and students was thus enhanced by this development.

Proposed Plans for Implementation During the Period

September 1971 - December 1971. - summarized from Winton (1971:111-114)

Administrative Plans. More freedom and flexibility for

departments to organize programs according to abilities of students.

Curricular Plans. More student choice in selection of courses.

Library Plans. More emphasis on the development of student learning aids.

Guidance Plans. Plans for the provision of more interaction among students, parents, teachers, and administrators.

Summary of the Effect of the LaZerte Program on Roles

September 1970 - March 1971. - from Winton (1971:171-172)

Administration. The principal endeavored to develop a non-directive, facilitative role.

Teachers. Teachers perceived an alteration in their usual role. The new role perceived was that of helper, resource person, and friend rather than a dispenser of knowledge and a disciplinarian.

Students. Students agreed that a change in role had occurred. Many students felt that they had a more active, and responsible role in the learning process.

SUMMARY

Three major ideas were developed in this chapter. In the first section three models were developed and discussed which helped to provide information about educational organizations. The second section reviewed briefly the major Alberta Studies which had a bearing on the

present study. Finally the major findings of a case study were summarized to acquaint the reader with the organizational and role changes which occurred at M. E. LaZerte during the period September 1970 - March 1971.

CHAPTER THREE

RESEARCH METHOD AND DESIGN

METHODOLOGY

Data Collection

The respondents in this study were teachers and students at M. E. Lazerte Composite High School in December, 1970 and December, 1971.

Forty-five teachers (Table 1) responded to the items on the Staff Data Series Instrument (Appendix B) in 1970, and the same number responded again in December, 1971.

The Student Data Series Instrument (Appendix C) was administered to the total student population in December, 1970. No attempt was made to administer the instrument to students who were absent. In December, 1971 the Student Data Series Instrument was divided into five parts and administered again to the total student population, each student responding to a part of the instrument. A total of 217 usable completed instruments were thus obtained.

Data Processing

Data were punched on IBM cards for processing by the University of Alberta IBM 360 computer.

A computer program drew a random sample of 250 student responses from the total responses in 1970.

The data used in this study consisted of four sets of responses: 45 teachers from 1970 and 1971 respectively, and, 250 and 217 students from 1970 and 1971 respectively.

Two computer programs developed by the Division of Educational Research were used: NONP 09 and ANOV 15.

STATISTICAL ANALYSIS

ANOV 15 Program

The ANOV 15 program was used to test for significant differences between mean scores on the factors related to the following numbered research questions, which are stated in Chapter One: 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 4.2, 5.1, 7.1, 8.1, and the total satisfaction score for research question 6.1 and 6.2. The .05 and .01 level of probability were regarded as significant enough to infer a difference between each factor studied in 1970 and 1971.

NONP 09 Program

The NONP 09 Program was used to obtain: the frequency of responses, the percentage calculations in each category of the total sample, chi square, and chi square probability levels. This analysis helped to provide answers to the following questions from Chapter One: 6.1, 6.2, 9.1, 10.1, 11.1 and 11.2.

The items of the T.P.E. Opinionnaire were ranked on the basis of the frequency totals associated with each item. The ranked order was determined from the number of times each item was selected among the top three in priority. The items which had a large proportion of responses were examined to see if they differed in rank order between the two years.

INSTRUMENTATION

Introduction

The two main instruments that have been used in this study are: Staff Data Series, and, Student Data Series. These instruments are located in Appendix B and Appendix C of this thesis. A classification of the sub-instruments according to items which relate to specific factors is presented in Appendix A.

The last section of Chapter Two makes reference to the main Alberta studies, conducted over the past few years, which used some of these instruments. Chapter One defines the main factors and concepts which are involved in this study.

The following is a brief review of the actual items that make up each of the main instruments.

The Staff Data Series is composed of the following eight categories:

- (1) Demographic and Descriptive Characteristics
- (2) The Task of Public Education
- (3) Organizational Climate
- (4) The Role of the High School Student
- (5) Pupil Control Ideology
- (6) Attitudes Towards Educational Administration
- (7) Satisfaction
- (8) Ratings

The Student Data Series is composed of the same categories, but has four additional ones:

- (1) Values
- (2) Political Efficacy

(3) Perception of Parents and

(4) Perception of Teachers

STAFF AND STUDENT DATA SERIES

Demographic and Descriptive Items. Demographic and descriptive information about staff and students in each year was obtained and tabulated in Tables 1 and 2. In addition personal information data about the students was also gathered. This data is shown in Table 3. The statistical significance of differences between groups was determined using the Chi Square.

Tasks of Public Education Opinionnaire. This instrument contains a list of sixteen priorities of public education which may be interpreted as educational objectives or purposes. The items parallel the main philosophies of education that have been emphasized during the past century, in the United States and Canada.

Organizational Climate Description Questionnaire. This questionnaire contains 64 items to which perceptions of the existing educational practice are elicited from the teachers and students. Items have been grouped by factor analysis into eight sub-tests. Four of the factors relate to characteristics of the group and four relate to the characteristics of the leader. (Appendix A) The two OCDQ instruments, one for teachers' responses about the total school climate, and a modified version for students' responses concerning their classroom climate, elicit responses to the items on a four point scale. (Appendices B and C) An openness

factor is also isolated from the data, by summing the factors esprit and thrust, and subtracting disengagement.

The Role of the High School Student Questionnaire. This is a 38 item instrument which has five factors, derived by factor analysis. These items measure expectations for the students' role in terms of his relationships to: the rules and regulations of the school, the staff, the curriculum, the peer group, and student participation in decision-making.

Pupil Control Ideology. The PCI Questionnaire is a 20 item instrument which determines the expectations of teachers and students for pupil control. Pupil Control Ideology has been conceptualized along a continuum ranging from custodialism at one extreme to humanism at the other. The instrument produces a total score for pupil control on the basis of responses to a five point Likert-type scale.

Attitudes Towards Educational Administration Questionnaire. This instrument is a semantic differential scale which measures the relative agreement or disagreement to the list of 20 word pairs which are opposite in meaning. The respondent places a mark on a seven point scale indicating his agreement or disagreement with the concept in terms of each pair of word opposites. The magnitude of the score is then interpreted in terms of a positive or negative attitude orientation to the concept "educational administration."

Satisfaction. The feelings of satisfaction about various aspects of the school environment and organization were obtained by a 10 item Satisfaction Scale for teachers, and by a 7 item Scale for students. (Appendix A) A

total score was obtained for both instruments by adding the scores on the individual items. The individual items for teachers were also examined to determine their satisfaction orientations towards specific aspects of the school environment and organization.

Ratings. The instrument which measured teacher ratings of various aspects of their organizational life contained seven individual items. (Appendix A) Each of these items were examined for differences in the two sets of data in 1970 and 1971. Student Ratings of their own performance were also examined by statistical means. There were three items which considered the students' performance. (Appendix A)

Perceptions. The changes in perceptions of students regarding their parents and teachers were examined by the use of the Chi Square. Two items measured the students perceptions of his parents and three items measured their perceptions of the teacher image. (Appendix A).

Student Values Inventory. There are 33 items in this instrument. Eight factors have been isolated by factor analysis. These relate to the students orientation to: the future, the present, relationships with other students, discipline, the individual, social position, ambition, and, to the group.

Political Efficacy Scale. This scale measures the students' belief that it is worthwhile to perform one's civic duties in relation to school government. Responses to four items on this scale produce a total score for political efficacy. (Appendix A)

DESCRIPTION OF THE SAMPLE

The data describing the sample of teachers and students has been summarized in Table 1, Table 2, and in Table 3. Chi square levels of significance and probability have been included in the tables where applicable, in order to further clarify the changes in information which may occur.

Demographic and Descriptive Characteristics of Teachers.

General demographic and descriptive data concerning teachers is shown in Table 1. None of the 7 variables differ significantly. Sex, age, training, experience, and position frequency distributions were very closely matched in both years. There was a slight change in the distributions for Time devoted to helping individual students. There seemed to be more time spent in helping individual students in 1971.

TABLE 1

Demographic and Descriptive Characteristics of Teachers

Characteristics		1970 (N=45)		1971 (N=45)		Chi Square Probability Level
		f	%	f	%	
Age:	1. 25 or less	4	8.9	9	20.0	0.37
	2. 26 - 35	25	55.6	19	42.2	
	3. 36 - 45	11	24.4	10	22.2	
	4. 46 - 55	5	11.1	7	15.6	
Sex:	1. Male	30	66.7	29	64.4	0.82
	2. Female	15	33.3	16	35.6	
Formal Training:						0.88
	1. 2 years or less	2	4.4	1	2.2	
	2. 3 years	4	8.9	2	4.4	
	3. 4 years	16	35.6	18	40.0	
	4. 5 years	12	26.7	12	26.7	
	5. 6 years or more	11	24.4	12	26.7	
Teaching and/or Administrative Experience:						0.99
	1. less than 6 years	22	48.9	22	48.9	
	2. 6 - 10 years	14	31.1	14	31.1	
	3. 11 - 15 years	4	8.9	5	11.1	
	4. 16 - 20 years	2	4.4	2	4.4	
	5. more than 20 years	3	6.7	2	4.4	
Position:						0.56
	1. Administration	5	11.1	5	11.1	
	2. Coordinating	1	2.2	1	2.2	
	3. Teaching	37	82.2	39	86.7	
	4. Other	2	4.4	0	0.0	
Program:						0.32
	1. Matriculation	16	37.2	14	38.9	
	2. Other	27	62.8	22	61.1	
Time Spent in Helping Individual Students:						0.33
	1. less than 5%	9	20.0	8	18.6	
	2. 6 - 10%	16	35.6	8	18.6	
	3. 11 - 15%	11	24.4	13	30.2	
	4. 16 - 20%	6	13.3	7	16.3	
	5. over 20%	3	6.7	7	16.3	

Demographic and Descriptive Characteristics of Students

General demographic and descriptive characteristics of students are shown in Table 2. Two of the seven variables had significant differences in frequencies of response distributions. These were:

- (1) Program being taken and,
- (2) School attended last year

In 1970 all students indicated that they were from other schools, however, in 1971 approximately 52% of the students indicated that they had attended M. E. LaZerte last year.

Similarly, for the variable Program being taken, a greater percentage of the students in 1971 indicated an enrollment in a matriculation program, than in 1970. (65.9% compared to 50.8%).

There were very small differences in the distribution of frequencies for the other variables indicating relatively closely matched samples in 1970 and 1971.

TABLE 2

Demographic and Descriptive Characteristics of Students

Characteristics		1970 (N=250)		1971 (N=217)		Chi Square Probability Level
		f	%	f	%	
Age:	1. 14 years or less	11	4.4	5	2.3	0.40
	2. 15 years	85	34.1	64	29.5	
	3. 16 years	76	30.5	79	36.4	
	4. 17 years	54	21.7	52	24.0	
	5. 18 years or more	23	9.2	17	7.8	
Sex:	1. Boy	116	46.8	112	51.6	0.30
	2. Girl	132	53.2	105	48.4	
Grade:						0.53
	1. Nine	1	0.4	0	0.0	
	2. Ten	105	42.0	80	36.9	
	3. Eleven	91	36.4	82	37.8	
	4. Twelve	53	21.2	55	25.3	
Program:						0.00*
	1. Matriculation	127	50.8	143	65.9	
	2. General	47	18.8	42	19.4	
	3. Industrial Arts	9	3.6	4	1.8	
	4. Business	32	12.8	10	4.6	
	5. Technical/ Vocational	35	14.0	18	8.3	
School last year:						0.00*
	1. This school	1	0.4	113	52.1	
	2. A different school in the Edmonton Public System	186	74.4	62	28.6	
	3. A school outside the Edmonton Public System	55	22.0	38	17.5	
	4. Not in school	8	3.2	4	1.8	
Participation in extra- curricular activities:						0.75
	1. None	133	53.4	128	59.0	
	2. One	68	27.3	56	25.8	
	3. Two	31	12.4	21	9.7	
	4. Three	12	4.8	8	3.7	
	5. Four or more	5	2.0	4	1.8	
Participation in out-of- school activities:						0.67
	1. None	111	44.6	89	41.0	
	2. One	59	23.7	53	24.4	
	3. Two	52	20.9	42	19.4	
	4. Three	16	6.4	21	9.7	
	5. Four or more	11	4.4	12	5.5	

*Significant at 0.01 level

Personal Characteristics of Students

Personal characteristics of students expressed in terms of their aspirations are shown in Table 3.

Two of the four items were found to be significant. These were: (1) which would be hardest to take and, (2) which would you prefer to be remembered for.

More students in 1971 than in 1970 felt that parents and teachers disapproval was harder to take, than breaking with a friend (43.1% compared to 59.0%).

Fewer students in 1971 than in 1970, preferred to be remembered for being popular. (26.3% as compared to 39.3%). More students in 1971 than in 1970 seemed to indicate that they preferred to be remembered for being an athletic star (38.7% compared to 31.2%). Finally more students in 1971 than in 1970 indicated that they would prefer to be remembered for being an outstanding student. (35.0% compared to 29.6%).

TABLE 3
PERSONAL CHARACTERISTICS OF STUDENTS

	1970 (N=250)		1971 (N=217)		Chi Square Probability Level
	f	%	f	%	
Plans for next year:					
1. Continue in school	193	77.2	165	76.0	0.38
2. Go to university	13	5.2	17	7.8	
3. Junior College	2	0.8	2	0.9	
4. Technical/Vocational	22	8.8	11	5.1	
5. Other	20	8.0	22	10.1	
The highest educational level you expect to have attained in ten years:					
1. Not finished high school	6	2.4	5	2.3	0.43
2. High school or Technical School graduate	119	47.8	99	45.6	
3. Some University	46	18.5	29	13.4	
4. University degree	57	22.9	62	28.6	
5. Professional degree	21	8.4	22	10.1	
Which would be hardest to take:					
1. Parents' Disapproval	100	40.3	105	48.4	0.00*
2. Teacher's Disapproval	7	2.8	23	10.6	
3. Breaking with a friend	139	56.0	89	41.0	
Which would you prefer to be remembered for?:					
1. Outstanding student	73	29.6	76	35.0	0.01*
2. Athletic star	77	31.2	84	38.7	
3. Most popular	97	39.3	57	26.3	

[†]Significant at 0.01 level

*Significant at .05 level

SUMMARY

Three ideas have been developed in this chapter. First, a description of the methods that were used to collect, process and analyze data was presented. Second, a description of the individual items and the factors in the two main instruments: Staff Data Series, and Student Data Series, has been presented. Third, a tabular description and a summary of, demographic and descriptive data for teachers and students, and, personal characteristics of students, has been presented.

CHAPTER FOUR

ANALYSIS OF DATA

The main purpose of this study was to examine and discuss changes in the perceptions, expectations, attitudes and values of teachers and students in an innovative high school during the period December 1970 to December 1971. This study formed part of a larger investigation called Project Inquiry, whose purpose was to provide information feedback to the personnel of the innovative school.

This chapter is devoted to an examination of data for each of the main concepts studied.

CONCEPT 1

THE TASKS OF PUBLIC EDUCATION

- Question 1.1 Are there differences in the rankings by teachers of the tasks of public education between 1970 and 1971?
- Question 1.2 Are there differences in the rankings by students of the tasks of public education between 1970 and 1971?

TABLE 4

SUMMARY OF RANKING OF TASKS OF PUBLIC
EDUCATION BY TEACHERS AND STUDENTS
IN 1970 AND 1971

TASKS	RANK			
	TEACHERS		STUDENTS	
	1970	1971	1970	1971
1. A fund of information	8	6	8	6
2. Efficient use of the 3 R's	4	4	9	9
3. Effective problem-solving	1	1	7	5
4. An inquiring mind	2	2	2	3
5. Ability to work with others	3	3	1	1
6. Civic responsibility	9	7	14	11
7. Loyalty to country	11	8	16	15
8. Knowledge of world affairs	-	-	10	10
9. A hygienic well-developed body	11	8	15	14
10. Emotional stability	5	5	5	7
11. A sense of right and wrong	7	8	6	8
12. Enjoyment of the finer things	11	-	12	13
13. A basis for wise occupational choice	6	4	3	2
14. Specialized job training	-	8	4	4
15. Homemaking and handyman skills	-	-	13	16
16. Wise management of personal finance	10	-	11	12

Summary of the Tasks of Public Education Data in Table 41. Teachers

There was agreement in 1970 and 1971 about the three most important tasks of public education. These, ranked by the greatest frequency of choice in each of the two years are: problem solving, inquiring mind, and learning to work harmoniously with others. The fourth and fifth tasks ranked in order of importance are: efficient use of the 3 R's and emotional stability.

2. Students

There appeared to be agreement about the three most important tasks in 1970 and 1971, although the order of the second and third varied in the two years. In 1970 the order of priority was: ability to work with others, develop an inquiring mind, and, a basis for wise occupational choice. In 1971 the first priority remained the same, however the second and third priority for 1970 were interchanged.

CONCEPT 2

ORGANIZATIONAL CLIMATE

- Question 2.1 Are there significant differences in the degree of openness of school climate between 1970 and 1971 as perceived by teachers?
- Question 2.2 Are there significant differences in teacher climate perceptions between 1970 and 1971 as measured by mean scores on the subtests of the OCDQ?

Question 2.3 Are there significant differences in the degree of openness of school climate between 1970 and 1971 as perceived by students?

Question 2.4 Are there significant differences in student climate perceptions between 1970 and 1971 as measured by mean scores on the subtests of the OCDQ?

TABLE 5

ANALYSIS OF VARIANCE OF CLIMATE PERCEPTIONS OF
TEACHERS AND STUDENTS BETWEEN 1970 AND 1971

FACTOR	TEACHERS					STUDENTS				
	YEAR	N	MEAN ^a	F	PROB	YEAR	N	MEAN ^a	F	PROB
1. Disengagement	1970	45	32.76	3.48	0.07	1970	250	22.37	0.06	0.80
	1971	45	31.04			1971	217	22.26		
2. Hindrance	1970	45	16.29	0.33	0.56	1970	250	13.10	2.49	0.12
	1971	45	16.60			1971	217	12.62		
3. Espirit	1970	45	20.71	0.87	0.35	1970	250	24.19	1.65	0.20
	1971	45	21.56			1971	217	23.70		
4. Intimacy	1970	45	18.98	0.00	0.97	1970	250	18.91	1.64	0.20
	1971	45	18.96			1971	217	19.31		
5. Aloofness	1970	45	28.22	0.45	0.50	1970	250	21.37	1.06	0.30
	1971	45	27.84			1971	217	21.06		
6. Production Emphasis	1970	45	22.04	10.14 [†]	0.00	1970	250	17.14	0.02	0.89
	1971	45	24.00			1971	217	17.09		
7. Thrust	1970	45	15.91	5.16*	0.03	1970	250	21.68	0.07	0.79
	1971	45	18.06			1971	217	21.79		
8. Considera- tion	1970	45	16.96	0.01	0.90	1970	250	12.04	0.46	0.49
	1971	45	17.04			1971	217	12.24		
9. Openness	1970	45	23.87	5.06*	0.03	1970	250	23.50	0.11	0.73
	1971	45	28.58			1971	217	23.23		

^aThe higher the score the less characteristic of the attributes associated with each factor

*Significant at the .05 level

[†]Significant at the .01 level

Summary of OCDQ Data in Table 5

1. Teachers

The two factors describing the principal, production emphasis and thrust, were significant at the .01 and .05 level respectively. The higher mean scores in both cases indicate that there were fewer perceived attributes associated with each factor.

The mean score for the factor openness was significant at the .05 level. Again a higher mean score in 1971 indicates fewer qualities associated with the factor.

2. Students

None of the factors on the students' version of the OCDQ instrument proved to be significant.

CONCEPT 3

THE HIGH SCHOOL STUDENT'S ROLE

- Question 3.1 Are there significant differences in mean scores for the factors associated with the high school students' role as perceived by teachers in 1970 and 1971?
- Question 3.2 Are there significant differences in mean scores for the factors associated with the high school students' role as perceived by students in 1970 and 1971?

TABLE 6

ANALYSIS OF VARIANCE OF HIGH SCHOOL STUDENT
ROLE EXPECTATIONS OF TEACHERS AND
STUDENTS BETWEEN 1970 AND 1971

FACTOR	TEACHERS					STUDENTS				
	YEAR	N	MEAN ^a	F	PROB	YEAR	N	MEAN ^a	F	PROB
1. Conformity	1970 1971	45 45	23.20 24.67	1.18	0.28	1970 1971	250 217	50.71 52.61	7.67*	0.01
2. Participa- tion	1970 1971	45 45	28.87 30.38	5.99*	0.02	1970 1971	250 217	53.78 54.14	0.31	0.58
3. Criticism	1970 1971	45 45	8.84 10.27	4.88*	0.03	1970 1971	250 217	34.10 34.49	0.89	0.34
4. Challenge	1970 1971	45 45	23.18 25.18	5.19*	0.03	1970 1971	250 217	36.08 35.88	0.17	0.68
5. Individual Quest	1970 1971	45 45	14.44 16.53	6.21*	0.01	1970 1971	250 217	26.12 25.65	1.92	0.17

^aThe higher the score the less characteristic of the attributes associated with each factor.

*Significant at the .05 level

Summary of the High School Students' Role Data in Table 6

1. Teachers

The factors: participation, criticism, challenge, and individual quest proved to be significant at the .05 level. The significantly higher mean scores in 1971 indicates that the expectations were less characteristic of the attributes associated with each factor.

2. Students

The higher factor score in 1971 for conformity, was significant at the .05 level, indicating expectations which were less characteristic of the attributes associated with that factor.

CONCEPT 4

PUPIL CONTROL IDEOLOGY

- Question 4.1 Are there significant differences in teacher attributes towards pupil control between 1970 and 1971?
- Question 4.2 Are there significant differences in student attitudes toward pupil control between 1970 and 1971?

TABLE 7

ANALYSIS OF VARIANCE OF PUPIL CONTROL IDEOLOGY EXPECTATIONS OF TEACHERS AND STUDENTS BETWEEN 1970 AND 1971

TEACHERS					STUDENTS				
YEAR	N	MEAN ^a	F	PROB	YEAR	N	MEAN ^a	F	PROB
1970	45	71.29	0.14	0.71	1970	250	51.07	4.40*	0.04
1971	45	70.73			1971	217	49.15		

^aThe higher the score the less custodial the ideology for pupil control

*Significant at the .05 level

Summary of PCI Data in Table 7

1. Teachers

There was no significant difference in the mean scores between 1970 and 1971.

2. Students

A significantly lower score was noted in 1971. This indicates an expectation for a relatively more custodial orientation.

CONCEPT 5

ATTITUDES TOWARDS EDUCATIONAL ADMINISTRATION

Question 5.1 Are there significant differences in teacher attitudes towards the concept "educational administration" between 1970 and 1971?

Question 5.2 Are there significant differences in student attitudes towards the concept "educational administration" between 1970 and 1971?

TABLE 8

ANALYSIS OF VARIANCE OF ATTITUDES TOWARDS EDUCATIONAL ADMINISTRATION OF TEACHERS AND STUDENTS BETWEEN 1970 AND 1971

TEACHERS					STUDENTS				
YEAR	N	MEAN ^a	F	PROB	YEAR	N	MEAN ^a	F	PROB
1970	45	78.84	2.15	0.15	1970	250	67.29	1.28	0.26
1971	45	74.69			1971	217	58.50		

^aThe higher the score the more positive the attitudes towards educational administration.

Summary of Attitudes to Educational Administration Data in Table 8

1. Teachers

There were no significant changes in teacher attitudes towards this concept.

2. Students

There were no significant changes in student attitudes towards this concept.

CONCEPT 6

PERCEPTIONS OF SATISFACTION

Question 6.1 Are there significant differences in the responses to items associated with satisfaction as perceived by teachers in 1970 and 1971?

Question 6.2 Are there significant differences in the responses to items associated with satisfaction as perceived by students in 1970 and 1971?

TABLE 9

ANALYSIS OF VARIANCE OF PERCEPTIONS OF SATISFACTION OF TEACHERS AND STUDENTS BETWEEN 1970 AND 1971

TEACHERS					STUDENTS				
YEAR	N	MEAN ^a	F	PROB	YEAR	N	MEAN ^a	F	PROB
1970	45	22.56	0.04	0.83	1970	250	29.81	9.50*	0.00
1971	45	22.80			1971	217	31.07		

^aThe lower the score the greater the level of satisfaction

*Significant at the .01 level

TABLE 10

TEACHER SATISFACTION WITH PHYSICAL FACILITIES

	1970 (N=45)		1971 (N=45)	
	f	%	f	%
Highly satisfied	17	37.8	10	22.2
Quite satisfied	17	37.8	24	53.3
Slightly satisfied	5	11.1	5	11.1
Slightly dissatisfied	5	11.1	2	4.4
Quite dissatisfied	1	2.2	4	8.9

$\chi^2=6.10$, $df=4$, $p=0.19$, not significant

TABLE 11

TEACHER SATISFACTION WITH NUMBER OF PERIODS TAUGHT

	1970 (N=45)		1971 (N=45)	
	f	%	f	%
Highly satisfied	11	24.4	11	24.4
Quite satisfied	17	37.8	24	53.3
Slightly satisfied	8	17.8	4	8.9
Slightly dissatisfied	5	11.1	4	8.9
Quite dissatisfied	4	8.9	0	0.0
Highly dissatisfied	0	0.0	2	4.4

$\chi^2=8.64$, $df=5$, $p=0.12$, not significant

TABLE 12

TEACHER SATISFACTION WITH RELATIONS WITH ADMINISTRATORS

	1970 (N=45)		1971 (N=45)	
	f	%	f	%
Highly satisfied	18	40.0	19	42.2
Quite satisfied	20	44.4	19	42.2
Slightly satisfied	6	13.3	4	8.9
Slightly dissatisfied	1	2.2	2	4.4
Quite dissatisfied	0	0.0	0	0.0
Highly dissatisfied	0	0.0	1	2.2

$\chi^2=1.79$, $df=4$, $p=0.78$, not significant

TABLE 13

TEACHER SATISFACTION WITH RELATIONS
WITH OTHER STAFF MEMBERS

	1970 (N=45)		1971 (N=45)	
	f	%	f	%
Highly satisfied	13	28.9	14	31.1
Quite satisfied	24	53.3	28	62.2
Slightly satisfied	4	8.9	1	2.2
Quite dissatisfied	0	0.0	2	4.4
Highly dissatisfied	0	0.0	0	0.0

$\chi^2=8.15$, $df=4$, $p=0.09$, not significant

TABLE 14

TEACHER SATISFACTION WITH SIZE OF CLASS

	1970 (N=45)		1971 (N=45)	
	f	%	f	%
Highly satisfied	5	11.1	8	17.8
Quite satisfied	17	37.8	14	31.1
Slightly satisfied	8	17.8	8	17.8
Slightly dissatisfied	11	24.4	8	17.8
Quite dissatisfied	1	2.2	4	8.9
Highly dissatisfied	3	6.7	3	6.7

$\chi^2=3.26$, $df=5$, $p=0.66$, not significant

TABLE 15

TEACHER SATISFACTION WITH TIME SPENT
IN NON-TEACHING DUTIES

	1970 (N=45)		1971 (N=45)	
	f	%	f	%
Highly satisfied	6	13.3	7	15.6
Quite satisfied	19	42.2	12	26.7
Slightly satisfied	7	15.6	5	11.1
Slightly dissatisfied	8	17.8	14	31.1
Quite dissatisfied	5	11.1	7	15.6
Highly dissatisfied	0	0.0	0	0.0

$\chi^2=3.96$, $df=4$, $p=0.41$, not significant

TABLE 16

TEACHER SATISFACTION WITH COMMUNICATION WITH
EMPLOYING AUTHORITY OR REPRESENTATIVE

	1970 (N=45)		1971 (N=45)	
	f	%	f	%
Highly satisfied	5	11.1	2	4.4
Quite satisfied	14	31.1	14	31.1
Slightly satisfied	8	17.8	7	15.6
Slightly dissatisfied	7	15.6	10	22.2
Quite dissatisfied	10	22.2	7	15.6
Highly dissatisfied	1	2.2	5	11.1

$\chi^2=5.08$, $df=5$, $p=0.41$, not significant

TABLE 17

TEACHER SATISFACTION WITH RELATIONS WITH PUPILS

	1970 (N=45)		1971 (N=45)	
	f	%	f	%
Highly satisfied	16	35.6	19	42.2
Quite satisfied	20	44.4	26	57.8
Slightly satisfied	5	11.1	0	0.0
Slightly dissatisfied	3	6.3	0	0.0
Quite dissatisfied	1	2.2	0	0.0
Highly dissatisfied	0	0.0	0	0.0

$\chi^2=10.04$, $df=4$, $p=0.04$, significant at .05 level

TABLE 18

TEACHER SATISFACTION WITH FREEDOM TO SELECT
LESSON CONTENT AND METHODS

	1970 (N=45)		1971 (N=45)	
	f	%	f	%
Highly satisfied	27	60.0	27	60.0
Quite satisfied	15	33.3	15	33.3
Slightly satisfied	2	4.4	2	4.4
Slightly dissatisfied	1	2.2	1	2.2
Quite dissatisfied	0	0.0	0	0.0
Highly dissatisfied	0	0.0	0	0.0

$\chi^2=0.0$, $df=3$, $p=1.0$, not significant

TABLE 19

TEACHER SATISFACTION WITH INVOLVEMENT
WITH SCHOOL POLICY FORMATION

	1970 (N=45)		1971 (N=45)	
	f	%	f	%
Highly satisfied	10	22.2	16	35.6
Quite satisfied	24	53.3	14	31.1
Slightly satisfied	6	13.3	8	17.8
Slightly dissatisfied	3	6.7	5	11.1
Quite dissatisfied	2	4.4	1	2.2
Highly dissatisfied	0	0.0	1	2.2

$\chi^2=6.14$, $df=5$, $p=0.29$, not significant

Summary of Perception of Satisfaction Data in Tables 9, 10, 11, 12, 13,
14, 15, 16, 17, 18, 19

1. Teachers

The mean scores for satisfaction in table 9 were not significant.

A significant chi-square at the .05 level was obtained for one of the ten satisfaction items concerning relations with pupils. An examination of the response frequencies for each of the two items indicates a slight shift in 1971, in the number of responses, towards the more satisfied categories.

2. Students

Significant differences in mean scores on the satisfaction instrument were noted between 1970 and 1971. A higher mean score in 1971 indicates a lower level of satisfaction on this factor.

CONCEPT 7

STUDENT VALUES

Question 7.1 Are there significant differences in the value orientations of students in 1970 from the value orientations in 1971?

TABLE 20

ANALYSIS OF VARIANCE OF VALUE ORIENTATIONS
OF STUDENTS BETWEEN 1970 AND 1971

FACTOR	YEAR	N	MEAN ^a	F	PROB
1. Futuristic	1970 1971	250 217	14.35 14.26	0.11	0.74
2. Hedonic	1970 1971	250 217	19.34 18.44	7.53 [#]	0.01
3. Sociability	1970 1971	250 217	23.83 23.35	1.97	0.16
4. Dogmatic	1970 1971	250 217	14.05 13.72	1.36	0.24
5. Individualism	1970 1971	250 217	11.20 11.13	0.13	0.72
6. Status	1970 1971	250 217	13.69 13.03	5.43*	0.02
7. Ambition	1970 1971	250 217	14.97 15.06	0.16	0.69
8. Other Directed	1970 1971	250 217	5.44 5.25	1.36	0.24

^aThe lower the score the more characteristic of the attributes associated with each of the value orientations.

*Significant at the .05 level

[#]Significant at the .01 level

Summary of Student Values Data in Table 20

1. Students

Two factors: hedonic and status had significant mean scores at the .01 and .05 level respectively. The lower mean scores in 1971 indicate a higher characteristic orientation towards the attributes associated with each of the value factors.

CONCEPT 8

STUDENT POLITICAL EFFICACY

Question 8.1 Are there significant differences between political efficacy mean scores of students in 1970 and 1971?

TABLE 21

ANALYSIS OF VARIANCE OF POLITICAL ATTITUDES OF STUDENTS BETWEEN 1970 AND 1971

YEAR	N	MEAN ^a	F	PROB
1970	250	13.38	0.76	0.38
1971	217	13.00		

^aThe lower the score the greater the feeling of being politically efficacious.

Summary of Political Efficacy Data from Table 21

1. Students

There were no significant differences in political efficacy mean scores between 1970 and 1971.

CONCEPT 9

TEACHER RATINGS

Question 9.1 Are there significant differences in the responses between 1970 and 1971, to the items associated with teacher ratings of various aspects of the school organization?

TABLE 22

TEACHER RATING OF THE ARRANGEMENT OF TIME
AND SPACE FOR TEACHING - LEARNING

	1970 (N=45)		1971 (N=45)	
	f	%	f	%
Excellent	7	15.6	4	8.9
Very good	12	26.7	21	46.7
Good	13	28.9	13	28.9
Slightly inadequate	12	26.7	6	13.3
Very inadequate	1	2.2	1	2.2

$\chi^2=5.27$, $df=4$, $p=0.26$, not significant

TABLE 23

TEACHER RATING OF THE SCHOOLS'
RESOURCES FOR TEACHING - LEARNING

	1970 (N=45)		1971 (N=45)	
	f	%	f	%
Excellent	9	20.0	9	20.0
Very good	14	31.1	17	37.8
Good	13	28.9	12	26.7
Slightly inadequate	8	17.8	6	13.3
Very inadequate	1	2.2	1	2.2

$\chi^2=0.62$, $df=4$, $p=0.96$, not significant

TABLE 24

TEACHER RATING OF PRESENT INTERACTION
PATTERNS AMONG STAFF

	1970 (N=45)		1971 (N=45)	
	f	%	f	%
Excellent	4	8.9	2	4.4
Very good	11	24.4	13	28.9
Good	17	37.8	20	44.4
Slightly inadequate	11	24.4	8	17.8
Very inadequate	2	4.4	2	4.4

$\chi^2=1.55$, $df=4$, $p=0.82$, not significant

TABLE 25

TEACHER RATING OF PRESENT INTERACTION
PATTERNS AMONG STAFF AND STUDENTS

	1970 (N=45)		1971 (N=45)	
	f	%	f	%
Excellent	5	11.1	6	13.3
Very good	11	24.4	21	46.7
Good	21	46.7	14	31.1
Slightly inadequate	8	17.8	4	8.9
Very inadequate	0	0.0	0	0.0

$\chi^2=5.95$, $df=4$, $p=0.11$, not significant

TABLE 26

TEACHER RATING OF THE MANNER OF TIME SPENT
IN TERMS OF THE GOALS TO BE ACHIEVED

	1970 (N=45)		1971 (N=45)	
	f	%	f	%
Excellent	2	4.4	2	4.4
Very good	11	24.4	14	31.1
Good	21	46.7	18	40.0
Slightly inadequate	10	22.2	10	22.2
Very inadequate	1	2.2	1	2.2

$\chi^2=0.59$, $df=4$, $p=0.96$, not significant

TABLE 27

TEACHER RATING OF SATISFACTION WITH JOB
THE SCHOOL DOES OF EDUCATING STUDENTS

	1970 (N=45)		1971 (N=45)	
	f	%	f	%
Outstanding	3	6.7	1	2.2
Very good	14	31.1	11	24.4
Above average	22	48.9	24	53.3
Below average	6	13.3	8	17.8
Poor	0	0.0	1	2.2

$\chi^2=2.73$, $df=4$, $p=0.60$, not significant

TABLE 28

TEACHER RATING OF SATISFACTION WITH ALL
ASPECTS OF THE TEACHING SITUATION

	1970 (N=45)		1971 (N=45)	
	f	%	f	%
Enthusiastic	12	26.7	10	22.2
Satisfied	6	13.3	16	35.6
Fairly satisfied	16	35.6	13	28.9
Slightly dissatisfied	7	15.6	4	8.9
Dissatisfied	4	8.9	2	4.4

$\chi^2=6.52$, $df=4$, $p=0.16$, not significant

Summary of Teacher Ratings Data in Tables 22, 23, 24, 25, 26, 27, 28

1. Teachers

None of the teacher rating items had chi-square which were statistically significant at the .05 level. However on examination of the frequencies of responses for three items: 1) Satisfaction with all aspects of the teaching situation, 2) Interaction patterns among staff and students, and, 3) Arrangement of time and space for teaching - learning, shows a slight shift in the number of responses towards the more satisfactory categories in 1971.

CONCEPT 10

STUDENT RATINGS

Question 10.1 Are there significant differences in the responses between 1970 and 1971, to the items associated with student ratings of various aspects of their performance?

TABLE 29

STUDENT RATINGS OF THEIR OWN
PERFORMANCE AT SCHOOL

	1970 (N=249)		1971 (N=217)	
	f	%	f	%
Much above average	5	2.0	2	0.9
Above average	38	15.3	48	22.1
Average	169	67.9	139	64.1
Slightly below average	32	12.9	24	11.1
Definitely below average	5	2.0	4	1.8

$\chi^2=4.45$, $df=4$, $p=0.35$, not significant

TABLE 30

STUDENT RATINGS OF THEIR TEACHERS'
PERCEPTIONS OF THEIR OWN PERFORMANCE

	1970 (N=248)		1971 (N=217)	
	f	%	f	%
Much above average	4	1.6	2	0.9
Above average	31	12.5	58	26.7
Average	166	66.9	115	53.0
Slightly below average	46	18.5	36	16.6
Definitely below average	1	0.4	6	2.8

$\chi^2=20.93$, $df=4$, $p=0.00$, significant at .01 level

TABLE 31

STUDENT RATINGS OF ACHIEVEMENT
COMPARED TO CAPACITY

	1970 (N=250)		1971 (N=217)	
	f	%	f	%
Much above average	5	2.0	1	0.5
Above average	36	14.4	22	10.1
Average	110	44.4	111	51.2
Slightly below average	80	32.0	66	30.4
Definitely below average	19	7.6	17	7.8

$\chi^2=5.20$, $df=4$, $p=0.27$, not significant

Summary of Student Ratings Data in Tables 29, 30, 311. Students

One out of the three rating items had a significant chi-square at the .01 level (Table 30). The chi-square, significant at the .01 level, indicates that the students gave a much more positive rating of their teachers' perceptions of their own performance in 1971.

CONCEPT 11

STUDENT PERCEPTIONS

Question 11.1 Are there significant differences between 1970 and 1971, in the responses to the items associated with student perceptions of the teacher image?

TABLE 32

STUDENT PERCEPTIONS OF THE COMFORT
FELT IN APPROACHING TEACHERS

	1970 (N=250)		1971 (N=217)	
	f	%	f	%
Very comfortable	21	8.4	20	9.2
Reasonably comfortable	97	38.3	117	53.9
Slightly comfortable	91	36.4	52	24.0
Quite uncomfortable	25	10.0	16	7.4
Very uncomfortable	16	6.4	12	5.5

$\chi^2=12.81$, $df=4$, $p=0.01$, significant at .05 level

TABLE 33

STUDENT PERCEPTIONS CONCERNING FINDING
A HELPFUL TEACHER

	1970 (N=248)		1971 (N=217)	
	f	%	f	%
Yes	166	66.7	181	83.4
No	82	32.9	36	16.6

$\chi^2=17.47$, $df=1$, $p=0.00$, significant at .01 level

TABLE 34

STUDENT PERCEPTIONS OF THE TEACHERS

	1970 (N=248)		1971 (N=217)	
	f	%	f	%
Understand teenagers and help them	134	54.0	137	63.1
Not interested	22	8.9	19	8.8
Willing to help but don't understand teenagers	92	37.1	61	28.1

$\chi^2=4.49$, $df=2$, $p=0.10$ not significant

Summary of Student Perception Data in Tables 32, 33, 34

1. Students

Differences between frequency distributions for two items were found to be statistically significant between 1970 and 1971. A greater proportion of the students in 1971 indicated a more positive teacher image.

Question 11.2 Are there significant differences between 1970 and 1971, in the responses to the items associated with students perceptions of their parents, and to, their parents' perceptions of the school?

TABLE 35

STUDENT PERCEPTIONS OF THEIR PARENTS
VIEW OF THE SCHOOL

	1970 (N=249)		1971 (N=217)	
	f	%	f	%
Very favorable	73	29.3	46	21.2
Somewhat favorable	80	32.1	78	35.9
Neutral	77	30.9	70	32.3
Somewhat unfavorable	16	6.4	18	8.3
Quite unfavorable	3	1.2	5	2.3

$\chi^2=4.93$, $df=4$, $p=0.29$, not significant

TABLE 36

STUDENTS' PERCEPTIONS OF THEIR PARENTS

	1970 (N=249)		1971 (N=217)	
	f	%	f	%
Understand teenagers	90	36.1	81	37.3
Not interested in teenagers	30	13.3	21	9.7
Willing to help but don't understand	126	50.6	115	53.0

$\chi^2=1.45$, $df=2$, $p=0.48$, not significant

Summary of Student Perception Data in Tables 35, 36

1. Students

There were no significant differences in the frequencies of responses on these two items between 1970 and 1971.

SUMMARY

An analysis of the data for each of the main concepts has been presented in this chapter.

Significant differences were found in the two sets of data in the following areas:

- (1) Teacher perceptions of organizational climate
- (2) Teachers' and students' expectations for the role of the high school student
- (3) Students expectations of pupil control ideology
- (4) Teacher perceptions of satisfaction in relations with pupils
- (5) Student perceptions of satisfaction with various aspects of their school organization
- (6) Student value orientation
- (7) Student ratings of their teachers' perceptions of their own performance
- (8) Student perceptions of the teacher image.

CHAPTER FIVE

SUMMARY, DISCUSSION, IMPLICATIONS

THEORY, PROBLEM, METHODOLOGY

Theory

The decision-making model, the information feedback model, and, the information producing system model, provide the theoretical framework for this study. (Figures, 2.1, 2.2, and 2.3). These models suggest the means of finding answers to the following questions concerning dynamic institutions such as schools.

1. What is the nature of the information that is continuously generated?
2. How can this information be gathered, systematized, and interpreted meaningfully in terms of the schools' objectives?
3. How can educators receive continuous feedback information about the dynamic aspects of their institutions?

One means of studying about the dynamic aspects of a school is to utilize findings of educational research in the development of instruments with which to study different aspects of the schools' organizational qualities. For example, time lapse "slices" of the differences between the inputs and the outputs may be taken, and then compared to the educational experiences which are being provided. The staff and students should be actively involved in the final comparisons of these differences to the actual on-going processes. On the basis of

this feedback and interpretation the school is able to change its behavior in order to attain its stated objectives.

The Problem

The main purpose of this study was to examine changes in the perceptions, attitudes, expectations, and values of teachers and students in an innovative high school during a period of one year.

Instrumentation

Previous research in Canada, and particularly in the western provinces has focussed upon various aspects of the school's social system. These studies have helped to produce and validate instruments which have proven to measure differences in teachers' and students' responses to questions about their organizations.

The variables in this study were measured by instruments that were developed, modified and validated in Alberta Schools during the past six years. The Staff Data Series, and Student Data Series are the two main data gathering instruments that were used in this study. (Appendix B, and Appendix C).

Population and Data Collection

Data were collected from teachers and students at M. E. LaZerte Composite High School in December, 1970 and December, 1971. Data from all of the teachers present was used in both years. A computer generated, random sample was taken from the total student population in 1970. In 1971 the total student population were asked to complete randomly assigned sections of the total instrument.

Statistical Treatment

The data was processed by the University of Alberta IBM 360 Computer. Two computer programs, NONPO9 and ANOV15, were used to analyze the data for significance. The analysis of the data is tabulated in chapters three and four.

FINDINGS, DISCUSSION, IMPLICATIONS

Summary of Findings

(1) Teachers

There were significant differences in the mean scores for three of the factors related to perceptions of organizational climate. The teachers perceived that the administrator was relatively lower in production emphasis and thrust in 1971, than in 1970. However, the teachers perceived that the school was less "open" as measured by the factor openness in 1971.

Significant differences were noted for four of the factors associated with the high school students role. There was an expectation in 1971, for less of the factor quality on the following role items: participation, criticism, challenge, and individual quest.

Teachers' perceptions of satisfaction in relation to the interactions with students were significantly more positive in 1971 than in 1970.

There were no significant changes in the mean scores, or the response frequency categories, for any of the other factors or concepts that were studied. These included:

1. the tasks of public education

- (2) the factors for organizational climate: disengagement, hindrance, esprit, intimacy, aloofness, and consideration
- (3) the factor, conformity, relating to the high school students role
- (4) pupil control expectations
- (5) attitudes towards educational administration
- (6) satisfaction with: physical facilities, periods taught, relations with administrators, relations with other staff members, size of class, time spent in non-teaching duties, freedom to select lesson content and methods, and, involvement with school policy formation
- (7) ratings: arrangement of time, space, and resources; interaction patterns among staff and students; time spent in terms of goals achieved; and, the job the school does in educating youth.

(2) Students

There was a significant difference in the mean score for the factor, conformity, which is related to the high school students' role. Students felt that they should be less conforming in 1971.

Students expected a more custodial pupil control orientation in 1971 than in 1970.

A significant mean score for general satisfaction with various aspects of school and individuals, indicated less satisfaction in 1971.

Two factors for students values: hedonic, and status had significant mean scores. The students in 1971 were more "now" oriented. They also felt that they should rise in status or position above their parents.

Students' ratings of their teachers' perceptions of their own performance was positively more significant in 1971. This seemed to indicate that students felt that the teachers knew them better in 1971.

Students perceptions of the teacher image were positively significant in 1971. More students in 1971 found teachers who were understanding and helpful. Also more students felt comfortable in approaching a teacher for help in 1971 than in 1970.

Two personal characteristics items were more significant in 1971 than in 1970. These were: hardest to take, and, remembered for at school. In 1971 there seemed to be more importance attached to teacher and parental influence, than to the influence of a friend. There also seemed to be a trend in the frequency data examined, to view good student, and good athlete as being more important than most popular.

There were no significant changes in the following concepts or factors:

- (1) tasks of public education
- (2) climate perceptions
- (3) the high school students role factors: challenge, participation, criticism, and individual quest,
- (4) attitudes towards educational administration
- (5) value orientations: futuristic, sociability, dogmatic, individualism, ambition, other directed
- (6) political efficacy
- (7) student ratings of performance
- (8) perceptions of parents

Discussion of the Findings

(1) Introduction

The findings of this study must be viewed with caution, keeping in mind the limitations of the sampling procedure, the restrictions of the research design, and of the instruments that were used. Inferences drawn from the findings should be carefully compared to the local school scene before being used to justify major decisions concerning changes in school organization.

(2) Discussion of the Teacher Data

As may be expected in an innovative organization in which the principal endeavored to develop a non-directive, facilitative role, the teachers viewed the leader as being relatively low in production emphasis and thrust. The stated philosophy of the school stressed the professional decision-making role of the teacher; and, apparently as the evidence suggests, the teachers felt that the principal permitted them to do this.

The interpretation of the data which suggests that the school was "less open" in 1971 than in 1970 must be viewed with caution as this score is dependent upon a simple arithmetical relationship between the scores of three other factors: esprit, thrust, and disengagement. Further samplings of these factors must be undertaken before any major conclusions may be drawn.

It is not too difficult to believe that teachers would expect the student to challenge less, to criticize less, to participate less, and to decrease his pursuit of an individualized study program. We

must keep in mind that this school, according to its stated philosophy and expressed statements of the personnel, embarked upon a completely individualized program of student education. (Winton, 1971) Problems may have been encountered concerning the availability of: time, energy, physical resources, and prepared study materials. This change shown in the teacher data can be interpreted quite positively as a desire by the teachers to create a more orderly organization in an innovative setting.

An important finding which must be examined is that teachers were more satisfied with their interactions with students in 1971. Perhaps as the organization became more stable, as roles were clarified, the teachers interacted more freely with the students creating a more satisfactory atmosphere.

The items on the Staff Data Series which showed no significant changes should not be discounted entirely. In the discussions which should result from the findings of this study, data which indicates relatively little change, is also important in indicating whether the school is meeting its objectives.

(3) Discussion of the Student Data

It is no secret that students feel they should not conform to the rules and regulations set out by society unless they have had a part in helping to formulate them. The significant findings concerning the factor conformity merely substantiate what is already known.

However the desire by the students for a more custodial pupil control atmosphere may seem to be in direct contradiction to the

previously mentioned finding concerning conformity. It may be that the students had experienced too much freedom and emphasis upon individual pursuit of knowledge in terms of their previous experiences at school. This desire for more control may have been an expression for more teacher direction, an experience which is more comfortable and easier to take, especially for students who were not highly self-motivated.

Students expressed less satisfaction with the total school experience in 1971 than 1970. During this period of time education in general experienced severe economic cut-backs. These would seriously curtail many of the programs and resources that are important for a successful implementation of an innovative school program. Students may have expressed dissatisfaction with this aspect of the school program, and their expectations may have been too high for the resources that were available.

The two student values factors: hedonic and status, were significant and indicate that the students were more "now" oriented in 1971, and, wished to rise above their parents position in life. This seems like a logical finding as the students were a part of the existing adolescent sub-culture which was influenced by factors outside of the school.

An important finding was noted in the area of student perceptions of teachers. Response frequency scores on two separate items relating to this concept were significantly higher, in a positive direction, in 1971. The students seemed to have a very

positive view of the teachers, and one cannot help but wonder whether the emphasis upon teacher-student interaction on a one-to-one basis is not the reason for these feelings.

The school's influence seemed to take importance over the influence of the peer group as indicated by the significant responses to the items: "hardest to take", and "remembered for". These findings also seem to be in opposition to the generally accepted image of teenagers as being influenced more by a desire for popularity and friendship, than by being a good student. One can only speculate about the school's influence upon these students in the light of the evidence which has been presented.

(4) Summary

The main purpose of this study was to examine the data for students and teachers in order to see if any changes occurred between 1970 and 1971. Certain changes did occur in the data and these were noted in the preceding pages. The question remains as to whether the changes also exist in the teacher and student population in the school?

The staff, students and even the parents should react to the findings of this study in order to seek answers to this question. They should also examine the findings in relation to the school's stated objectives, and to the educational experiences that are being provided. The dialogue that can result among the various school groups from an examination of these findings, should prove very useful to the school personnel charged with the responsibility of setting objectives and

meeting these objectives in an innovative school.

Implications for Theory and Practice

(1) General Implications

This study has suggested one way that feedback may be utilized in order to keep a modern school innovative and responsive to the many forces at work within its organizational structure. A method has been outlined for maintaining a cyclic flow of information about the organization in order to provide a basis for intelligent decision-making.

The data from this study can be very useful to the school staff if, it is not used in a judgmental or evaluative sense, and if, it is used by the staff as feedback for analysis, evaluation, and discussion. Owens (1970:232) suggests that the specific type of data that is used in the feedback is less important than the actual process of staff discussion, analysis, and interaction.

The findings of this study have certain implications for the personnel of M. E. LaZerte Composite High School. These implications are summarized as questions below:

1. Are the changes which have occurred between 1970 and 1971 really trends or are they merely random bits of information?
2. Are these changes, that have been observed, caused by the program that is in effect?
3. How can these changes, if desirable in terms of the objectives, be maintained through the years?
4. Will some of these changes, if allowed to continue, serve to defeat the objectives of an innovative school?

Answers to all of the above questions can only be discovered by a study of the trends which are developing in the high school. Trends can only be determined by a continuous examination of developments in the organizational life of that school. This implies that a permanent system of analysis and evaluation has been set up to tap the differences between inputs and outputs on a cyclical basis. Some form of monitoring system must be set up if this innovative high school, is not to suffer the same fate as other similar innovative schools that have been mentioned in chapter one of this thesis.

(2) Specific Implications

Let us examine the implications for the school of the specific findings that have been presented in this study.

One of the findings suggested that teachers perceived the principal to be low in production emphasis and thrust. If the teachers enjoyed working in a professional environment where they could be involved in major decision-making, then the implication is clear about what type of role orientation succeeding principals would be expected to maintain. If the teachers were unhappy with this non-directive role orientation then some changes would have to be made, or there may develop feelings of frustration and indecision.

Another finding suggested that teachers expected students to have fewer characteristics suggested by the factors: challenge, criticism, and participation. The modern student's natural desire to criticize, and to challenge authority must somehow be channelled into positive directions. Serious confrontations between staff and students, and a gradual reversal to a more rigid, controlled environment are

usually the results, if a school staff fails to find a solution to the problems of communication between school authorities and the student culture.

The teachers seemed to perceive satisfactions in their interactions with the students. Some attempt must be made by the school staff to identify those specific types of interactions which proved to be satisfactory. Perhaps additional experiences of a similar nature could be implemented in order to provide opportunities for the staff and students to interact in the development of the school program. These may lead to more harmonious relations between the two groups.

The findings related to students indicated that they felt that they should be less conforming in 1971. A knowledgeable staff will involve the students in major decision-making in areas which concern them.

Students felt that they were less satisfied with some aspects of the school program in 1971. They also felt that they wanted a more structured control environment. Seminars or discussion sessions could be organized to help isolate some of the major areas of dissatisfaction. Feedback in the form of unsigned questionnaires could be solicited by the staff or student council. Visible changes in organization based on the results obtained by using these techniques would go a long way towards helping to improve the attitudes and feelings of the students.

Another section of the findings concerning students seemed to suggest that they were more "now" oriented, and that they wanted to rise

in status over their parents and peers. An immediate implication of this finding concerns the availability of prerequisite programs which can satisfy the students' immediate needs, and, which can provide for his future plans.

An important finding suggests that students had more positive perceptions of teachers in 1971 than in 1970. A parallel finding indicated that students were also more influenced by their school studies, by their teachers, and by their parents in 1971 than in 1970. These are very significant findings, if the changes that have been indicated, are the direct result of the experiences that were encouraged and enhanced by the school program at M. E. LaZerte. These findings have implications for the planning of future schools, and for the allocation of resources needed to build them.

Suggestions for Further Research

This study has suggested a method by which theoretical research and practice may be combined in order to improve the educational experiences for students. A longitudinal study of M. E. LaZerte should be undertaken over the next five years in order to provide continuous feedback about this organization.

A team approach, by universities and surrounding school districts could result in the production of information which would be mutually beneficial to both types of organizations.

A study concerning feedback could concentrate upon an individual classroom. Feedback and communication is vital to a teacher's realization of her objectives.

Another study could concentrate upon a large elementary or junior high school. Instruments need to be devised, and case study methods used, in order to provide feedback about the dynamic internal forces at work.

Finally, the actual processes of communication in relation to feedback need to be studied and improved.

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APPENDICES

APPENDIX A

CLASSIFICATION OF QUESTIONNAIRE ITEMS

FOR

STAFF DATA SERIES

AND

STUDENT DATA SERIES

APPENDIX A

CLASSIFICATION OF QUESTIONNAIRE ITEMS

STAFF DATA SERIES

Demographic and Descriptive Characteristics

Item

- 3 Age.
- 2 Sex.
- 4 Years of formal training beyond grade twelve?
- 5 Years of teaching and/or administrative experience
- 7 What best describes your position?
- 182 With which program are you primarily involved?
- 6 What proportion of your out-of-class time is spent directly helping individual students?

The Task of Public Education

Item

- 181 (1) A fund of information.
- (2) Efficient use of the 3 R's (reading, writing arithmetic).
- (3) Effective problem-solving habits.
- (4) An inquiring mind.
- (5) Ability to work harmoniously with others.
- (6) Civic responsibility.
- (7) Loyalty to country.
- (8) Knowledge of world affairs.
- (9) A hygienic well-developed body.
- (10) Emotional stability.
- (11) A sense of right and wrong.
- (12) Enjoyment of the finer things.
- (13) A basis for wise occupational choice.
- (14) Specialized job training.
- (15) Homemaking and handyman skills.
- (16) Wise management of personal finance.

Organizational ClimateDisengagement

Item

- 68 The mannerisms of teachers in this school are annoying.

- 72 There is a minority group of teachers who always oppose the majority.
- 76 Teachers exert group pressure on non-conforming faculty members.
- 80 Teachers seek special favors from the principal.
- 84 Teachers interrupt other faculty members who are talking in staff meetings.
- 88 Teachers ask nonsensical questions in staff meetings.
- 92 Teachers ramble when they talk in faculty meetings.
- 96 Teachers at this school stay by themselves.
- 104 Teachers socialize together in small select groups.
- 126 Teachers talk about leaving the school system.

Hindrance

Item

- 70* Instructions for the operation of teaching aids are available.
- 74* Sufficient time is given to prepare administrative reports.
- 78 Administrative paperwork is burdensome at this school.
- 82 Student progress reports require too much work.
- 86 Teachers have too many committee requirements.
- 90 Routine duties interfere with the job of teaching.

Esprit

Item

- 69 Teachers spend time after school with students who have individual problems.
- 73 Extra Books are available for classroom use.
- 77 In faculty meetings, there is a feeling of "lets get things done."
- 81 School supplies are readily available for use in classwork.
- 85 Most of the teachers here accept the faults of their colleagues.
- 87 There is considerable laughter when teachers gather informally.
- 89 Custodial service is available when needed.
- 93 Teachers at this school show much school spirit.
- 97 The teachers accomplish their work with great vim, vigor, and pleasure.
- 101 The morale of the teachers is high.

Intimacy

Item

- 67 Teachers' closest friends are other faculty members at this school.
- 71 Teachers invite other faculty members to visit them at home.
- 75 Teachers know the family background of other faculty members.
- 79 Teachers talk about their personal life to other faculty members.
- 83 Teachers have fun socializing together during school time.
- 91* Teachers prepare administrative reports by themselves.
- 122 Teachers work together preparing administrative reports.

Aloofness

Item

- 100 Teachers eat lunch by themselves in their own classrooms.
- 106 Teachers are contacted by the principal each day.
- 110 Teachers leave the grounds during the school day.
- 117 The rules set by the principal are never questioned.
- 119* School secretarial service is available for teachers' use.
- 120 The principal runs the faculty meeting like a business conference.
- 123 Faculty meetings are organized according to a tight agenda.
- 124 Faculty meetings are mainly principal-report meetings.
- 129* Teachers are informed of the results of a supervisor's visit.

Production Emphasis

Item

- 105 The principal makes all class-scheduling decisions.
- 109 The principal schedules the work for the teachers.
- 112 The principal corrects teachers' mistakes.
- 113 The principal talks a great deal.
- 116 Extra duty for teachers is posted conspicuously.
- 127 The principal checks the subject-matter ability of teachers.
- 130 The principal insures that teachers work to their full capacity.

Thrust

Item

- 94 The principal goes out of his way to help teachers.
- 98 The principal sets an example by working hard himself.
- 102 The principal uses constructive criticism.
- 107 The principal is well prepared when he speaks at school functions.
- 114 The principal explains his reasons for criticism to teachers.
- 118 The principal looks out for the personal welfare of teachers.
- 121 The principal is in the building before teachers arrive.
- 125 The principal tells teachers of new ideas he has run across.
- 128 The principal is easy to understand.

Consideration

Item

- 95 The principal helps teachers solve personal problems.
- 99 The principal does personal favors for teachers.
- 103 The principal stays after school to help teachers finish their work.
- 108 The principal helps staff members settle minor differences.
- 111 Teachers help select which courses will be taught.
- 115 The principal tries to get better salaries for teachers.

Openness

Esprit + Thrust - Disengagement = Openness

The Role of the High School StudentConformity

Item

- 18 To try to get good marks.
- 36 To try to be accepted by his peer group.
- 40 To conform to rules and regulations.
- 42 To be an example to other students.
- 43 to be hard-working.
- 45 To be well-mannered.
- 50 To be well-groomed.
- 55 To try to get along with his instructors.

- 56 To cooperate with the administration.
- 57 To address his instructors with respect.

Participation

Item

- 22 To participate in the evaluation of the effectiveness of staff.
- 26 To have representation at board meetings.
- 27 To have freedom of choice of courses he wishes to study.
- 30 To be represented in setting up rules and regulations.
- 34 To participate in planning the content of a course.
- 35 To be represented in the selection of staff.
- 48 To have a voice in determining the methods used in assessing his performance.
- 51 To have representation at staff meetings.
- 59 To be represented in planning the calendar of activities.
- 64 To be represented in decisions regarding the expulsion of students.

Criticism

Item

- 23 To be inquisitive.
- 24 To feel free to criticize a specific institutional policy at home with his family.
- 25 To feel free to criticize a specific institutional policy when with his student group.
- 39 To be open-minded.
- 65 To be allowed to complete his courses in less than the allotted time.
- 66 To be prepared to suffer disciplinary consequences resulting from his actions.

Challenge

Item

- 28 To have freedom of expression in the student paper.
- 38 To evade institutional rules and regulations.
- 44 To feel free to challenge a staff member's interpretation of a rule.
- 46 To feel free to question an instructor's evaluation of his performance.
- 54 To feel free to call staff members by their first names.

- 58 To feel free to criticize a specific institutional policy openly.
- 64 To be represented in decisions regarding the expulsion of students.

Individual Quest

Item

- 32 To feel free to boycott classes.
- 47 To have freedom to move in buildings.
- 52 To demonstrate on issues.
- 60 To be allowed to make use of the laboratory for individual science projects.
- 61 To be allowed to make use of the school library for study after hours.

Pupil Control Ideology

Item

- 141 It is desirable to require pupils to sit in assigned seats during assemblies.
- 142 Pupils are not usually capable of solving their problems through logical reasoning.
- 143 Directing sarcastic remarks toward a defiant pupil is a good disciplinary technique.
- 144 Beginning teachers are not likely to maintain strict enough control over their pupils.
- 145* Teachers should consider revisions of their teaching methods if these are criticized by their pupils.
- 146 The best principals give unquestioning support of teachers in disciplining pupils.
- 147 Pupils should not be permitted to contradict the statements of a teacher in class.
- 148 It is justifiable to have pupils learn many facts about a subject even if they have no immediate application.
- 149 Too much pupil time is spent on guidance and activities and too little on academic preparation.
- 150 Being friendly with pupils often leads them to become too familiar.
- 151 It is more important for pupils to learn to obey rules than that they make their own decisions.
- 152 Student governments are a good "safety valve" but should not have much influence on school policy.
- 153* Pupils can be trusted to work together without supervisors.
- 154 If a pupil uses obscene or profane language in school, it must be considered a moral offense.

- 155 If pupils are allowed to use the lavatory without
getting permission, this privilege will be abused.
- 156 A few pupils are just young hoodlums and should be
treated accordingly.
- 157 It is often necessary to remind pupils that their
status in school differs from that of teachers.
- 158 A pupil who destroys school material or property
should be severely punished.
- 159 Pupils cannot perceive the difference between democracy
and anarchy in the classroom.
- 160 Pupils often misbehave in order to make the teacher
look bad.

Attitude to Educational Administration

Item

161	bad	good
162*	active	sluggish
163	broad	narrow
164	contemptible	admirable
165	wasteful	thrifty
166*	courteous	unmannerly
167*	distinguished	ordinary
168*	reasonable.	ridiculous
169*	eager	apathetic
170	fair	unfair
171*	flexible	rigid
172*	formidable	weak
173	ignorant	educated
174*	vigorous	lethargic
175	strong	weak
176	annoying	pleasing
177*	pertinent	unrelated
178*	forceful	wavering
179	vague	clear
180	righteous	corrupt

NOTE: Items 16, 165, 170, 175, and 180 are dummy
items that were not used in scoring.

Satisfaction

Item

- 131 Physical facilities such as buildings and equipment.
- 132 Number of periods taught or supervised.
- 133 Relations with principals, supervisors and inspectors.

- 134 Relations with other staff members.
- 135 Size of classes.
- 136 Time spent in non-teaching duties.
- 137 Adequacy of two-way communications with employing authority of its representatives.
- 138 Relations with pupils.
- 139 Freedom to select lesson content and methods.
- 140 Involvement in formation of school policies and rules.

Ratings

Item

- 8 How do you rate your school's arrangement of time and space for teaching - learning?
- 9 How do you rate your school's resources (amount of time, kind of space, number of materials, etc.) for teaching - learning?
- 10 How do you rate the present interaction patterns among staff members in your school?
- 11 How do you rate present interaction patterns among staff and students in your school?
- 12 How do you rate the manner your time is spent in your school (how appropriate is it in terms of the goals to be achieved)?
- 13 Compared to other schools known to you, how good a job do you think your school does in educating the students who come to it?
- 14 How well satisfied are you with all aspects of your teaching situation in your present school?

STUDENT DATA SERIES

Demographic and Descriptive Characteristics (Set I)

Item

- 148 How old are you?
- 146 State your sex.
- 147 In which school grade are you?
- 156 What course are you taking now?
- 20 In which school were you last year?
- 21 Next year you plan to ...
- 151 What is the highest level of education you expect to have actually attained ten years from now?
- 153 If you could be remembered here at school for one of the things below, which one would you want it to be? Which of these things would be hardest for you to take?
- 149 In how many extra-curricular activities do you participate in school at the present time?
- 150 In how many organized activities do you participate outside of school? (e.g., music lessons, swimming instruction, hockey, etc.).

The Task of Public Education (Set I)

Item

- 1 A fund of information
- 2 Efficient use of the 3 R's (reading, writing, arithmetic).
- 3 Effective problem-solving habits.
- 4 An inquiring mind.
- 5 Ability to work harmoniously with others.
- 6 Civic responsibility.
- 7 Loyalty to country.
- 8 Knowledge of world affairs.
- 9 A hygienic well-developed body.
- 10 Emotional stability.
- 11 A sense of right and wrong.
- 12 Enjoyment of the finer things.
- 13 A basis for wise occupational choice.
- 14 Specialized job training.
- 15 Homemaking and handyman skills.
- 16 Wise management of personal finance.

Organizational Climate

Disengagement

Item

- 24 The mannerisms of students in this school are annoying.
- 25 There is a minority group of students who always oppose the majority.
- 26 Students exert group pressure on non-conforming class members.
- 27 Students seek special favors in the school.
- 28 Students interrupt other class members who are answering in class.
- 29 Students ask nonsensical questions in class.
- 30 Students ramble when they talk in class.
- 31 Students in this school deep to themselves.
- 32 Students talk about leaving the school.
- 33 Students socialize together in small select groups.

Hindrance

Item

- 34 Routine duties interfere with the job of learning.
- 35 Students have too many course requirements.
- 36 Assignments require too much work.
- 37 Rules are burdensome at this school.
- 38* Sufficient time is given to prepare assignments.
- 39* Instructions, tape-recorders, etc., are available.

Esprit

Item

- 40 The morale of the students is high.
- 41 Students accomplish their work with great vim, vigor, and pleasure.
- 42 Students at this school show much team spirit.
- 43 Janitors and caretakers provide service when needed.
- 44 Most of the students have accepted the faults of their fellow students.
- 45 School supplies are readily available for use in classwork.
- 46 There is considerable laughter when students gather socially.
- 47 In class there is a feeling of "let's get things done."
- 48 Extra books are available in the classroom for student use.
- 49 Students spend their free time helping fellow students with individual problems.

Intimacy

Item

- 50 Students' closest friends are other class members at this shcool.
- 51 Students invite other class members to visit them at home.
- 52 Students know the family background of other class members.
- 53 Students talk about their personal life to other class members.
- 54 Students have fun socializing together during school time.
- 55 Students work together preparing class assingments.
- 56* Students prefer to prepare class assignments by themselves.

Aloofness

Item

- 57 Class meetings are organized according to a tight agenda.
- 58 Regular classroom sessions are teacher-dominated.
- 59 The teacher runs the classroom session like a business conference.
- 60 Students leave the grounds during the school day.
- 61 Students eat lunch by themselves.
- 62 School rules are never questioned.
- 63 Students are deliberately contacted by the teacher each day.
- 64* Some type of secretarial service is available for student use.
- 65* Students are informed of the results of the principal's visit.

Production Emphasis

Item

- 66 The teacher makes all lesson-scheduling decisions.
- 67 The teacher schedules the work for the student.
- 68 The teacher harps on the subject-matter ability of students.
- 69 The teacher harps on students' mistakes.
- 70 The teacher demands that students work to their full capacity.
- 71 Extra assignments for students are clearly stated.
- 72 The teacher talks a great deal.

Thrust

Item

- 73 The teacher goes out of his way to help student.
- 74 The teacher sets an example by working hard himself.
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- 76 The teachers is well prepared for lessons.
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- 71 To be allowed to make use of the school library for study after hours.

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Item

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- 159 Directing sarcastic remarks toward a defiant pupil is a good disciplinary technique.
- 160 Beginning teachers are not likely to maintain strict enough control over their pupils.
- 161* Teachers should consider revision of their teaching methods if these are criticized by their pupils.
- 162 The best principals give unquestioning support of teachers in disciplining pupils.
- 163 Pupils should not be permitted to contradict the statements of a teacher in class.
- 164 It is justifiable to have pupils learn many facts about a subject even if they have no immediate application.
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- 172 A few pupils are just young hoodlums and should be treated accordingly.
- 173 It is often necessary to remind pupils that their status in school differs from that of teachers.
- 174 A pupil who destroys school material or property should be severely punished.

- 175 Pupils cannot perceive the difference between
democracy and anarchy in the classroom.
- 176 Pupils often misbehave in order to make the teacher
look bad.

Attitude to Educational Administration (Set II)

1	bad.	good
2*	active	sluggish
3*	broad	narrow
4	contemptible	admirable
5	wasteful	thrifty
6*	courteous	unmannerly
7*	distinguished	ordinary
8*	reasonable	ridiculous
9*	eager	apathetic
10	fair	unfair
11*	flexible	rigid
12*	formidable	weak
13	ignorant	educated
14*	vigorous	lethargic
15	strong	weak
16	annoying	pleasing
17*	pertinent.	unrelated
18*	forceful	wavering
19	vague	clear
20	righteous	corrupt

NOTE: Items 1, 5, 10, 15, and 20 are dummy items
that were not used in scoring.

Satisfaction (Set II)

Item

- 77 Relationships with the teachers you see most often.
- 78 Relationships with the principal and other administrators.
- 79 Relationships with other students in this school.
- 80 Relationships with counsellor(s).
- 81 Relationships with other teachers in this school.
- 82 The marks you have achieved.
- 83 The quality of your work this year.

Ratings (Set I)

Item

- 17 Which of the following would describe your rating of
your own performance in your school work?
- 18 In your opinion, what do the teachers in your school
consider your performance to be?

- 19 In comparison to your capacity, to what degree do you think you are achieving?

Political Efficacy (Set II)

Item

- 21 Voting is the only way that students like me can have any say about how the students' council run things.
- 22 Sometimes student's council activities and business seems so complicated that student like me can't really understand what's going on.
- 23 Students like me don't have any say about what the students' council does.
- 24 I don't think student council members care much what the students like me think.

Values (Set I)

Futuristic

Item

- 108 Plan carefully for future opportunities.
- 112 Have firm convictions about educational matters.
- 126 Feel that present sacrifice may be important to future gains.
- 136 Plan and save for the future.

Hedonistic

Item

- 109 Feel that present happiness is most important.
- 130 Do things which permit me to have fun and be happy.
- 137 Feel that present happiness is the most important thing in life.
- 142 Have fun attending parties and being with people.
- 143 Get as much pleasure out of life now as possible.

Sociability

Item

- 110 Be careful not to offend others.
- 114 Consider carefully the feelings of others.

- 117 Choose a job where I can work with many interesting people.
- 118 Strive for peace with everyone.
- 121 Make as many friends as possible.
- 131 Be very sociable.

Discipline

Item

- 111 Put in long hours of work each day.
- 123* Resist strict discipline in school.
- 129 Feel children should obey their parents.
- 132 Accept strict discipline in the home.
- 139 Feel that old-fashioned discipline is needed today.

Individualism

Item

- 116 Make my own decisions in most matters.
- 138 Spend as much time as I can working independently.
- 140 Stand by my convictions.

Status

Item

- 113 Attain a higher position than my father attained.
- 120 Try to do things better than others.
- 127 Get a well paying job.
- 134 Get a job which has status.

Ambition

Item

- 124 Be very ambitious.
- 133 Try to avoid making the same mistake twice.
- 141 Strive to be an expert at something.
- 144 Feel that it is right to be very ambitious.

Other-Directed

Item

- 125 Feel that the group should decide what kind of
 behavior it will approve.
- 128 Wear clothes similar to those of my friends.

Attributes of Parents

Item

- 22 How do your parents view your present school?
- 154 Which item below fits your parents most accurately?

Attributes of Teachers

Item

- 23 How comfortable do you feel about approaching a
 teacher in your school to discuss a problem?
- 145 Have you found any teacher in school who is very
 helpful to you?
- 155 Which item below fits most of the teachers at
 your school?

* Indicates items that were reflected for scoring.

APPENDIX B
STAFF DATA SERIES

PROJECT INQUIRY

STAFF DATA SERIES

IMPORTANT

1. All replies will be held in strict confidence.
2. ~~Your I.D. number is necessary to allow matching of your responses at different times to measure change. It also eliminates the need for questions each time about age, experience, etc.~~

General Instructions:

1. Work at fairly high speed.
2. Complete each part in order as you come to it.
3. Please answer each item. Most items require only one answer.
4. Instructions for each part differ, please read them carefully.

Your cooperation is both necessary and valuable.

THANK YOU

2. Your sex: (1) Male (2) Female

3. Your age: (1) 25 or below (2) 26-35 (3) 36-45 (4) 46-55
(5) 56 or older

4. Years of formal training beyond grade twelve:
(1) Two or Fewer (2) Three (3) Four (4) Five (5) Six or More

5. Years of teaching and/or administrative experience:
(1) Less than Six (2) Six to Ten (3) Eleven to Fifteen
(4) Sixteen to Twenty (5) Twenty-one or More

6. What proportion of your out-of-class time is spent directly helping individual students? (1) Less than 5 per cent (2) 6-10 per cent
(3) 11-15 per cent (4) 16-20 per cent (5) 21 per cent or More

7. What best describes your position?
(1) Mostly Administration (2) Mostly Supervising Other Adults
(3) Mostly Coordinating the Work of Other Adults
(4) Mostly Teaching (5) Other

8. How do you rate your school's arrangement of time and space for teaching-learning?
(1) Excellent (2) Very Good (3) Good
(4) Somewhat Inadequate (5) Very Inadequate

9. How do you rate your school's resources (amount of time, kind of space, number of materials, etc.) for teaching-learning?
(1) Excellent (2) Very Good (3) Good
(4) Somewhat Inadequate (5) Very Inadequate

10. How do you rate the present interaction patterns among staff members in your school?
(1) Excellent (2) Very good (3) Good
(4) Somewhat Inadequate (5) Very Inadequate

11. How do you rate present interaction patterns among staff and students in your school?
(1) Excellent (2) Very Good (3) Good
(4) Somewhat Inadequate (5) Very Inadequate

12. How do you rate the manner your time is spent in your school (how appropriate is it in terms of the goals to be achieved)?
(1) Excellent (2) Very Good (3) Good
(4) Somewhat Inadequate (5) Very Inadequate

13. Compared to other schools known to you, how good a job do you judge your school does in educating the students who come to it?
(1) Outstanding (2) Very Good (3) Slightly Above Average
(4) Slightly Below Average (5) Poor (6) Very Poor

14. How well satisfied are you with all aspects of your teaching situation in your present school? (Check one)
(1) Enthusiastic (2) Satisfied (3) Fairly Well Satisfied
(4) Somewhat Dissatisfied (5) Dissatisfied (6) Very Dissatisfied

PART II

The purpose of this questionnaire is to discover what you think the role of the HIGH SCHOOL STUDENT ought to be.

For each of the statements in the following three pages indicate how you feel -- that is, what you think ought to be.

Respond by circling the number which corresponds to the best answer.

Example:

The HIGH SCHOOL STUDENT ought to have the freedom to wear the hair style of his choice

1 2 3 4 (5) 6 7

If you have circled the number 5, you have indicated that you disagree somewhat with the statement

- KEY: 1. agree very strongly
2. agree strongly
3. agree somewhat
4. undecided
5. disagree somewhat
6. disagree strongly
7. disagree very strongly

You think or feel that the HIGH SCHOOL STUDENT ought:

- | | |
|---|---------------|
| 15. to attend all classes regularly | 1 2 3 4 5 6 7 |
| 16. to spend substantial time studying course materials | 1 2 3 4 5 6 7 |
| 17. to conform to rules and regulations governing dress | 1 2 3 4 5 6 7 |
| 18. to try to get good marks | 1 2 3 4 5 6 7 |
| 19. to feel free to challenge an instructor's statements | 1 2 3 4 5 6 7 |
| 20. to expect to be disciplined by his peer group | 1 2 3 4 5 6 7 |
| 21. to have freedom to experiment with LSD or other drugs | 1 2 3 4 5 6 7 |
| 22. to participate in the evaluation of the effectiveness of staff | 1 2 3 4 5 6 7 |
| 23. to be inquisitive | 1 2 3 4 5 6 7 |
| 24. to feel free to criticize a specific institutional policy at home with his family | 1 2 3 4 5 6 7 |
| 25. to feel free to criticize a specific institutional policy when with his student group | 1 2 3 4 5 6 7 |
| 26. to have representation at board meetings | 1 2 3 4 5 6 7 |
| 27. to have freedom of choice of courses he wishes to study | 1 2 3 4 5 6 7 |
| 28. to have freedom of expression in the student paper | 1 2 3 4 5 6 7 |
| 29. to try to be accepted by the staff | 1 2 3 4 5 6 7 |
| 30. to be represented in setting up rules and regulations | 1 2 3 4 5 6 7 |

- KEY: 1. agree very strongly
 2. agree strongly
 3. agree somewhat
 4. undecided
 5. disagree somewhat
 6. disagree strongly
 7. disagree very strongly

You think or feel that the HIGH SCHOOL STUDENT ought:

- | | | | | | | | |
|--|---|---|---|---|---|---|---|
| 31. to take detailed notes in class | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 32. to feel free to boycott classes | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 33. to feel free to challenge existing values | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 34. to participate in planning the content of a course | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 35. to be represented in the selection of staff | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 36. to try to be accepted by his peer group | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 37. to take an active part in student activities | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 38. to evade institutional rules and regulations | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 39. to be open-minded | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 40. to conform to rules and regulations | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 41. to memorize facts | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 42. to be an example to other students | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 43. to be hard-working | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 44. to feel free to challenge a staff member's interpretation of a rule | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 45. to be well-mannered | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 46. to feel free to question an instructor's evaluation of his performance | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 47. to have freedom to move in buildings | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 48. to have a voice in determining the methods used in assessing his performance | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 49. to be politically involved | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 50. to be well-groomed | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 51. to have representation at staff meetings | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 52. to demonstrate on issues | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 53. to observe only minimal compliance with rules and regulations | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 54. to feel free to call staff members by their first names | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

- KEY: 1. agree very strongly
 2. agree strongly
 3. agree somewhat
 4. undecided
 5. disagree somewhat
 6. disagree strongly
 7. disagree very strongly

You think or feel that the HIGH SCHOOL STUDENT ought:

55. to try to get along with his instructors	1	2	3	4	5	6	7
56. to cooperate with the administration	1	2	3	4	5	6	7
57. to address his instructors with respect	1	2	3	4	5	6	7
58. to feel free to criticize a specific institutional policy openly	1	2	3	4	5	6	7
59. to be represented in planning the calendar of activities	1	2	3	4	5	6	7
60. to be allowed to make use of the laboratory for individual science projects	1	2	3	4	5	6	7
61. to be allowed to make use of the school library for study after hours	1	2	3	4	5	6	7
62. to be allowed to hold informal seminars on critical issues	1	2	3	4	5	6	7
63. to participate in extra-curricular activities with staff members	1	2	3	4	5	6	7
64. to be represented in decisions regarding the expulsion of students	1	2	3	4	5	6	7
65. to be allowed to complete his courses in less than the allotted time	1	2	3	4	5	6	7
66. to be prepared to suffer disciplinary consequences resulting from his actions	1	2	3	4	5	6	7

Developed by

A. W. HALPIN and D. B. CROFT

Following is a list of items that are used to describe the organizational climate or the "personality" of your school. The items describe typical behaviors or conditions that occur within a school. Please indicate to what extent each of these descriptions characterizes your school. Please do not evaluate the items in terms of "good" or "bad" behavior but read each item carefully and respond in terms of how well the statement describes your school.

It is important that your answer be "independent", so please do not discuss your answers with other teachers. There is no time limit. Please be frank in your response with the assurance that individual responses are strictly confidential.

DIRECTIONS:

- a. READ each item carefully.
- b. THINK about how well the statement describes your school.
- c. DECIDE whether the behavior or condition described in the item occurs rarely, sometimes, often, or very frequently in your school.
- d. DRAW a CIRCLE around one of the four letters following the item to show the answer you have selected.

1. very frequently occurs
2. often occurs
3. sometimes occurs
4. rarely occurs

e. Please respond to EVERY item

- | | | | | |
|---|---|---|---|---|
| 67. Teachers' closest friends are other faculty members at this school | 1 | 2 | 3 | 4 |
| 68. The mannerisms of teachers at this school are annoying | 1 | 2 | 3 | 4 |
| 69. Teachers spend time after school with students who have individual problems | 1 | 2 | 3 | 4 |
| 70. Instructions for the operation of teaching aids are available | 1 | 2 | 3 | 4 |
| 71. Teachers invite other faculty members to visit them at home | 1 | 2 | 3 | 4 |
| 72. There is a minority group of teachers who always oppose the majority | 1 | 2 | 3 | 4 |
| 73. Extra books are available for classroom use | 1 | 2 | 3 | 4 |
| 74. Sufficient time is given to prepare administrative reports | 1 | 2 | 3 | 4 |
| 75. Teachers know the family background of other faculty members | 1 | 2 | 3 | 4 |
| 76. Teachers exert group pressure on non-conforming faculty members | 1 | 2 | 3 | 4 |
| 77. In faculty meetings, there is the feeling of "let's get things done" | 1 | 2 | 3 | 4 |
| 78. Administrative paper work is burdensome at this school | 1 | 2 | 3 | 4 |

1. very frequently occurs
2. often occurs
3. sometimes occurs
4. rarely occurs

Please respond to EVERY item

79.	Teachers talk about their personal life to other faculty members	1	2	3	4
80.	Teachers seek special favours from the principal	1	2	3	4
81.	School supplies are readily available for use in classwork	1	2	3	4
82.	Student progress reports require too much work	1	2	3	4
83.	Teachers have fun socializing together during school time	1	2	3	4
84.	Teachers interrupt other faculty members who are talking in staff meetings	1	2	3	4
85.	Most of the teachers here accept the faults of their colleagues	1	2	3	4
86.	Teachers have too many committee requirements	1	2	3	4
87.	There is considerable laughter when teachers gather informally	1	2	3	4
88.	Teachers ask nonsensical questions in faculty meetings	1	2	3	4
89.	Custodial service is available when needed	1	2	3	4
90.	Routine duties interfere with the job of teaching	1	2	3	4
91.	Teachers prepare administrative reports by themselves	1	2	3	4
92.	Teachers ramble when they talk in faculty meetings	1	2	3	4
93.	Teachers at this school show much school spirit	1	2	3	4
94.	The principal goes out of his way to help teachers	1	2	3	4
95.	The principal helps teachers solve personal problems	1	2	3	4
96.	Teachers at this school stay by themselves	1	2	3	4
97.	The teachers accomplish their work with great vim, vigor and pleasure	1	2	3	4
98.	The principal sets an example by working hard himself	1	2	3	4
99.	The principal does personal favours for teachers	1	2	3	4
100.	Teachers eat lunch by themselves in their own classrooms	1	2	3	4
101.	The morale of the teachers is high	1	2	3	4
102.	The principal uses constructive criticism	1	2	3	4
103.	The principal stays after school to help teachers finish their work	1	2	3	4
104.	Teachers socialize together in small select groups	1	2	3	4
105.	The principal makes all class-scheduling decisions	1	2	3	4
106.	Teachers are contacted by the principal each day	1	2	3	4

1. very frequently occurs
2. often occurs
3. sometimes occurs
4. rarely occurs

Please respond to EVERY item

107.	The principal is well prepared when he speaks at school functions	1	2	3	4
108.	The principal helps staff members settle minor differences	1	2	3	4
109.	The principal schedules the work for the teachers	1	2	3	4
110.	Teachers leave the grounds during the school day	1	2	3	4
111.	Teachers help select which courses will be taught	1	2	3	4
112.	The principal corrects teachers' mistakes	1	2	3	4
113.	The principal talks a great deal	1	2	3	4
114.	The principal explains his reasons for criticism to teachers	1	2	3	4
115.	The principal tries to get better salaries for teachers	1	2	3	4
116.	Extra duty for teachers is posted conspicuously	1	2	3	4
117.	The rules set by the principal are never questioned	1	2	3	4
118.	The principal looks out for the personal welfare of teachers	1	2	3	4
119.	School secretarial service is available for teachers' use	1	2	3	4
120.	The principal runs the faculty meeting like a business conference	1	2	3	4
121.	The principal is in the building before teachers arrive	1	2	3	4
122.	Teachers work together preparing administrative reports	1	2	3	4
123.	Faculty meetings are organized according to a tight agenda	1	2	3	4
124.	Faculty meetings are mainly principal-report meetings	1	2	3	4
125.	The principal tells teachers of new ideas he has run across	1	2	3	4
126.	Teachers talk about leaving the school system	1	2	3	4
127.	The principal checks the subject-matter ability of teachers	1	2	3	4
128.	The principal is easy to understand	1	2	3	4
129.	Teachers are informed of the results of a supervisor's visit	1	2	3	4
130.	The principal insures that teachers work to their full capacity	1	2	3	4

PART IV

Rate your degree of satisfaction with teaching in your school by using this scale.
Circle the selected number.

1. highly satisfied
2. quite satisfied
3. slightly satisfied
4. slightly dissatisfied
5. quite dissatisfied
6. highly dissatisfied

131. Physical facilities such as buildings and equipment	1	2	3	4	5	6
132. Number of periods taught or supervised	1	2	3	4	5	6
133. Relations with principals, supervisors and inspectors	1	2	3	4	5	6
134. Relations with other staff members	1	2	3	4	5	6
135. Size of classes	1	2	3	4	5	6
136. Time spent in non-teaching duties	1	2	3	4	5	6
137. Adequacy of two-way communications with employing authority or its representatives	1	2	3	4	5	6
138. Relations with pupils	1	2	3	4	5	6
139. Freedom to select lesson content and methods	1	2	3	4	5	6
140. Involvement in formation of school policies and rules	1	2	3	4	5	6

PART V

INSTRUCTIONS

Following are a number of statements about teaching. Our purpose is to gather information regarding the actual attitudes of educators concerning these statements. You will recognize that the statements are of such a nature that there are no correct or incorrect answers. We are interested only in your frank opinion of them.

Please indicate your personal opinion about each statement by circling the appropriate response at the right of the statement.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
141. It is desirable to require pupils to sit in assigned seats during assemblies	1	2	3	4	5
142. Pupils are usually not capable of solving their problems through logical reasoning	1	2	3	4	5
143. Directing sarcastic remarks toward a defiant pupil is a good disciplinary technique	1	2	3	4	5
144. Beginning teachers are not likely to maintain strict enough control over their pupils	1	2	3	4	5
145. Teachers should consider revisions of their teaching methods if these are criticized by their pupils	1	2	3	4	5
146. The best principals give unquestioning support to teachers in disciplining pupils	1	2	3	4	5
147. Pupils should not be permitted to contradict the statements of a teacher in class	1	2	3	4	5
148. It is justifiable to have pupils learn many facts about a subject even if they have no immediate application	1	2	3	4	5
149. Too much pupil time is spent on guidance and activities and too little on academic preparation	1	2	3	4	5
150. Being friendly with pupils often leads them to become too familiar	1	2	3	4	5
151. It is more important for pupils to learn to obey rules than that they make their own decisions	1	2	3	4	5
152. Student governments are a good "safety valve" but should not have much influence on school policy	1	2	3	4	5
153. Pupils can be trusted to work together without supervisors	1	2	3	4	5
154. If a pupil uses obscene or profane language in school, it must be considered a moral offense	1	2	3	4	5

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
155.	If pupils are allowed to use the lavatory without getting permission, this privilege will be abused	1	2	3	4	5
156.	A few pupils are just young hoodlums and should be treated accordingly	1	2	3	4	5
157.	It is often necessary to remind pupils that their status in school differs from that of teachers	1	2	3	4	5
158.	A pupil who destroys school material or property should be severely punished	1	2	3	4	5
159.	Pupils cannot perceive the difference between democracy and anarchy in the classroom	1	2	3	4	5
160.	Pupils often misbehave in order to make the teacher look bad	1	2	3	4	5

PART VI

INSTRUCTIONS

The purpose of this instrument is to measure attitude toward the concept EDUCATIONAL ADMINISTRATION. In answering, please make your judgments on the basis of what this concept means to you.

Here is how to use these scales:

1. If you feel that this concept is very closely related to one end of the scale, you should place your checkmark as follows:

fair X : ____ : ____ : ____ : ____ : ____ : ____ unfair

or

fair ____ : ____ : ____ : ____ : ____ : ____ : X unfair

2. If you feel that this concept is quite closely related to one end of the scale (but not extremely), you should place your checkmark as follows:

strong ____ : X : ____ : ____ : ____ : ____ : ____ weak

or

strong ____ : ____ : ____ : ____ : ____ : X : ____ weak

3. If this concept seems only slightly related to one side as opposed to the other side (but not really neutral), then you should check as follows:

active ____ : ____ : X : ____ : ____ : ____ : ____ passive

or

active ____ : ____ : ____ : ____ : X : ____ : ____ passive

The direction toward which you check, of course, depends upon which of the two ends of the scale seem most characteristic of the concept you're judging.

4. If you consider the concept to be neutral on the scale, both sides of the scale equally associated with the concept, or if the scale is completely irrelevant, unrelated to the concept, then you should place your checkmark in the middle space.

safe ____ : ____ : ____ : X : ____ : ____ : ____ dangerous

WORK FAIRLY QUICKLY

EDUCATIONAL ADMINISTRATION

- | | | | | | | | | |
|------|---------------|---|---|---|---|---|---|------------|
| 161. | bad | : | : | : | : | : | : | good |
| 162. | active | : | : | : | : | : | : | sluggish |
| 163. | broad | : | : | : | : | : | : | narrow |
| 164. | contemptible | : | : | : | : | : | : | admirable |
| 165. | wasteful | : | : | : | : | : | : | thrifty |
| 166. | courteous | : | : | : | : | : | : | unmannerly |
| 167. | distinguished | : | : | : | : | : | : | ordinary |
| 168. | reasonable | : | : | : | : | : | : | ridiculous |
| 169. | eager | : | : | : | : | : | : | apathetic |
| 170. | fair | : | : | : | : | : | : | unfair |
| 171. | flexible | : | : | : | : | : | : | rigid |
| 172. | formidable | : | : | : | : | : | : | weak |
| 173. | ignorant | : | : | : | : | : | : | educated |
| 174. | vigorous | : | : | : | : | : | : | lethargic |
| 175. | strong | : | : | : | : | : | : | weak |
| 176. | annoying | : | : | : | : | : | : | pleasing |
| 177. | pertinent | : | : | : | : | : | : | unrelated |
| 178. | forceful | : | : | : | : | : | : | wavering |
| 179. | vague | : | : | : | : | : | : | clear |
| 180. | righteous | : | : | : | : | : | : | corrupt |

(OVER)

PART VII

181. Listed below are sixteen tasks often suggested for high school education programs. Choose the THREE tasks that you think are the most important. Rank these in order of importance using 1, 2, 3 with 1 representing the most important.

A high school educational program should help develop in students:

- ____ (1) a fund of information
- ____ (2) efficient use of the 3 R's (reading, writing, arithmetic)
- ____ (3) effective problem-solving habits
- ____ (4) an inquiring mind
- ____ (5) ability to work harmoniously with others
- ____ (6) civic responsibility
- ____ (7) loyalty to country
- ____ (8) knowledge of world affairs
- ____ (9) a hygienic well-developed body
- ____ (10) emotional stability
- ____ (11) a sense of right and wrong
- ____ (12) enjoyment of the finer things
- ____ (13) a basis for wise occupational choice
- ____ (14) specialized job training
- ____ (15) homemaking and handyman skills
- ____ (16) wise management of personal finance

- ____ 182. With which programs are you primarily involved (write in the number of the best answer in the blank at the left):

- | | | |
|------------------------------|---------------------|--|
| (1) matriculation | (2) general | (3) vocational or technical |
| (4) business | (5) industrial arts | (5) involved with <u>more</u> than one |
| (6) does not apply to my job | | |

THANK YOU FOR YOUR COOPERATION. PLEASE BE SURE THIS FORM IS RETURNED TO THE RESEARCHERS.

APPENDIX C
STUDENT DATA SERIES

PROJECT INQUIRY

STUDENT DATA SERIES

Set I

IMPORTANT

Individual replies are held in strict confidence. An I.D. number is necessary to allow your responses at different times in the year to be matched and totalled.

General Instructions:

1. Work at fairly high speed.
2. Complete each part in order as you come to it.
3. Please answer each item. Most items require only one answer.
4. Instructions for some parts differ, please read them carefully.
5. Please do not mark on this questionnaire, use the answer sheet for Set I.

Your sincere cooperation is very valuable. This information can affect decisions concerning changes in the operation of your school.

THANK YOU

Please note the space labelled Name at the top of the answer sheet. In this space write only the first two letters of your last name and the day and month of your birthday. For example: SM 7, January.

Thank you.

Now read the instructions for Part I following:

PART I

Listed below are sixteen tasks often suggested for high school educational programs.

- (a) First, choose the task that you think is the most important. On the answer sheet mark number one for the number of the task you choose.

A high school educational program should help develop in students:

- (1) a fund of information
 - (2) efficient use of the 3 R's (reading, writing, arithmetic)
 - (3) effective problem-solving habits
 - (4) an inquiring mind
 - (5) ability to work harmoniously with others
 - (6) civic responsibility
 - (7) loyalty to country
 - (8) knowledge of world affairs
 - (9) a hygienic well-developed body
 - (10) emotional stability
 - (11) a sense of right and wrong
 - (12) enjoyment of the finer things
 - (13) a basis for wise occupational choice
 - (14) specialized job training
 - (15) homemaking and handyman skills
 - (16) wise management of personal finance
- (b) Now, choose the second most important task. Mark the correct response on the answer sheet.
- (c) Finally, choose the third most important task. Mark the correct response on the answer sheet.
- (d) Move on to question 17.

PART II

Choose the number of the best answer to each of the following and mark the correct response on the answer sheet.

17. Which of the following would best describe your rating of your own performance in your school work?
- (1) Much Above Average
 - (2) Above Average
 - (3) Average
 - (4) Somewhat Below Average
 - (5) Definitely Below Average
18. In your opinion, what do the teachers in your school consider your performance to be?
- (1) Much Above Average
 - (2) Above Average
 - (3) Average
 - (4) Somewhat Below Average
 - (5) Definitely Below Average
19. In comparison to your capacity, to what degree do you think you are achieving?
- (1) Much Above Average
 - (2) Above Average
 - (3) Average
 - (4) Somewhat Below Average
 - (5) Definitely Below Average
20. In which school were you last year?
- (1) This School
 - (2) A Different School in the Edmonton Public System
 - (3) A School Outside the Edmonton Public System
 - (4) Not in School Last Year
21. Next year you plan to
- (1) Continue in Public School
 - (2) Go to University
 - (3) Go to a College or Junior College
 - (4) Go to a Technical/Vocational School
 - (5) Other
22. How do your parents view your present school?
- (1) Very Favourably
 - (2) Somewhat Favourably
 - (3) Neutral
 - (4) Somewhat Unfavourably
 - (5) Quite Unfavourably
23. How comfortable do you feel about approaching a teacher in your school to discuss a problem?
- (1) Very Comfortable
 - (2) Reasonably Comfortable
 - (3) Slightly Uncomfortable
 - (4) Quite Uncomfortable
 - (5) Very Uncomfortable

PART III

Continue to choose the best answer and mark the correct response on the answer sheet.

	Very Frequently Occurs	Often Occurs	Sometimes Occurs	Rarely Occurs
24. The mannerisms of students in this school are annoying.	1	2	3	4
25. There is a minority group of students who always oppose the majority.	1	2	3	4
26. Students exert group pressure on nonconforming class members.	1	2	3	4
27. Students seek special favors in the school.	1	2	3	4
28. Students interrupt other class members who are answering in class.	1	2	3	4
29. Students ask nonsensical questions in class.	1	2	3	4
30. Students ramble when they talk in class.	1	2	3	4
31. Students in this school keep to themselves.	1	2	3	4
32. Students talk about leaving the school.	1	2	3	4
33. Students socialize together in small select groups.	1	2	3	4
34. Routine duties interfere with the job of learning.	1	2	3	4
35. Students have too many course requirements.	1	2	3	4
36. Assignments require too much work.	1	2	3	4
37. Rules are burdensome at this school.	1	2	3	4
38. Sufficient time is given to prepare assignments.	1	2	3	4
39. Instructions for the operation of such study aids as projectors, tape -recorders, etc., are available.	1	2	3	4
40. The <u>morale</u> of the students is high.	1	2	3	4
41. Students accomplish their work with great vim, vigor and pleasure.	1	2	3	4
42. Students at this school show much team spirit.	1	2	3	4
43. Janitors and caretakers provide service when needed.	1	2	3	4
44. Most of the students have accepted the faults of their fellow students.	1	2	3	4
45. School supplies are readily available for use in classwork.	1	2	3	4
46. There is considerable laughter when students gather socially.	1	2	3	4
47. In class there is a feeling of "let's get things done."	1	2	3	4
48. Extra books are available in the classrooms for student use.	1	2	3	4
49. Students spend their free time helping fellow students with individual problems.	1	2	3	4
50. Students' closest friends are other class members at this school.	1	2	3	4
51. Students invite other class members to visit them at home.	1	2	3	4
52. Students know the family background of other class members.	1	2	3	4
53. Students talk about their personal life to other class members.	1	2	3	4

	Very Frequently Occurs	Often Occurs	Sometimes Occurs	Rarely Occurs
54. Students have fun socializing together during school time.	1	2	3	4
55. Students work together preparing class assignments.	1	2	3	4
56. Students prefer to prepare class assignments by themselves.	1	2	3	4
57. Class meetings are organized according to a tight agenda.	1	2	3	4
58. Regular classroom sessions are teacher-dominated.	1	2	3	4
59. The teacher runs the classroom sessions like a business conference.	1	2	3	4
60. Students leave the grounds during the school day.	1	2	3	4
61. Students eat lunch by themselves.	1	2	3	4
62. School rules are never questioned.	1	2	3	4
63. Students are deliberately contacted by the teacher each day.	1	2	3	4
64. Some type of secretarial service is available for student use.	1	2	3	4
65. Students are informed of the results of the principal's visit.	1	2	3	4
66. The teacher makes all lesson-scheduling decisions.	1	2	3	4
67. The teacher schedules the work for the student.	1	2	3	4
68. The teacher harps on the subject matter ability of students.	1	2	3	4
69. The teacher harps on students' mistakes.	1	2	3	4
70. The teacher demands that students work to their full capacity.	1	2	3	4
71. Extra assignments for students are clearly stated.	1	2	3	4
72. The teacher talks a great deal.	1	2	3	4
73. The teacher goes out of his way to help students.	1	2	3	4
74. The teacher sets an example by working hard himself.	1	2	3	4
75. The teacher uses constructive criticism.	1	2	3	4
76. The teacher is well prepared for lessons.	1	2	3	4
77. The teacher explains his reasons for criticism to students.	1	2	3	4
78. The teacher looks out for the personal welfare of students.	1	2	3	4
79. The teacher is in the classroom before students arrive.	1	2	3	4
80. The teacher tells students of new ideas he has run across	1	2	3	4
81. The teacher is easy to understand.	1	2	3	4
82. The teacher helps students solve personal problems.	1	2	3	4
83. The teacher does personal favors for students.	1	2	3	4
84. The teacher stays after school to help students finish their work.	1	2	3	4
85. The teacher helps students settle minor differences.	1	2	3	4
86. Students help select which courses will be taught.	1	2	3	4
87. The teacher tries to get more privileges for students.	1	2	3	4

PART IV

Choose the best answer and mark the correct response on the answer sheet.

88. Does your family own a car?..... 1. Yes 2. No
89. Does your family have a garage or carport?..... 1. Yes 2. No
90. Did your father go to high school?..... 1. Yes 2. No
91. Did your mother go to high school?..... 1. Yes 2. No
92. Did your father go to university?..... 1. Yes 2. No
93. Did your mother go to university?..... 1. Yes 2. No
94. Is there a writing desk in your home?..... 1. Yes 2. No
95. Does your family have a hi-fi record player?..... 1. Yes 2. No
96. Does your family own a piano?..... 1. Yes 2. No
97. Does your family get a daily newspaper?..... 1. Yes 2. No
98. Do you have your own room at home?..... 1. Yes 2. No
99. Does your family own its own home?..... 1. Yes 2. No
100. Is there an encyclopedia in your home?..... 1. Yes 2. No
101. Does your family have more than 100 hard covered books? (e.g., 4 shelves 3 feet long)..... 1. Yes 2. No
102. Did your parents borrow any books from the library last year?..... 1. Yes 2. No
103. Does your family leave town each year for a holiday?..... 1. Yes 2. No
104. Do you belong to any club where you have to pay fees?..... 1. Yes 2. No
105. Does your mother belong to any clubs or organizations such as study, church, art, or social clubs?..... 1. Yes 2. No
106. Does your family own a color TV set?..... 1. Yes 2. No
107. Have you ever had lessons in music, dancing, art, swimming, etc., outside of school?..... 1. Yes 2. No

PART V

Directions:

1. Read each item carefully, beginning each with "I ought to."
2. Think about how well the statement agrees with your own feeling.
3. Mark the number of the best answer on the answer sheet.

I OUGHT TO:	I AGREE:				
	<u>Very</u> <u>Strongly</u>	<u>Strongly</u>	<u>Moderately</u>	<u>Some-</u> <u>what</u>	<u>Not</u> <u>Much</u>
108. plan carefully for future opportunities	1	2	3	4	5
109. feel that present happiness is most important	1	2	3	4	5
110. be careful not to offend others	1	2	3	4	5
111. put in long hours of work each day	1	2	3	4	5
112. have firm convictions about educational matters	1	2	3	4	5
113. attain a higher position than my father attained	1	2	3	4	5
114. consider carefully the feelings of others	1	2	3	4	5
115. save money carefully	1	2	3	4	5
116. make my own decisions in most matters	1	2	3	4	5
117. choose a job where I can work with many interesting people	1	2	3	4	5
118. strive for peace with everyone	1	2	3	4	5
119. have firm ideas about politics	1	2	3	4	5
120. try to do things better than others	1	2	3	4	5
121. make as many friends as possible	1	2	3	4	5
122. spend less and save more	1	2	3	4	5
123. resist strict discipline in school	1	2	3	4	5
124. be very ambitious	1	2	3	4	5
125. feel that the group should decide what kind of behavior it will approve	1	2	3	4	5
126. feel that present sacrifice may be important for future gains	1	2	3	4	5
127. get a well paying job	1	2	3	4	5
128. wear clothes similar to those of my friends	1	2	3	4	5

I OUGHT TO:		I AGREE:				
		<u>Very</u> <u>Strongly</u>	<u>Strongly</u>	<u>Moderately</u>	<u>Some-</u> <u>what</u>	<u>Not</u> <u>Much</u>
129.	feel children should obey their parents	1	2	3	4	5
130.	do things which permit me to have fun and be happy	1	2	3	4	5
131.	be very sociable	1	2	3	4	5
132.	accept strict discipline in the home	1	2	3	4	5
133.	try to avoid making same mistake twice	1	2	3	4	5
134.	get a job which has status	1	2	3	4	5
135.	feel that work comes before pleasure	1	2	3	4	5
136.	plan and save for the future	1	2	3	4	5
137.	feel present happiness is most important thing in life	1	2	3	4	5
138.	spend as much time as I can working independently	1	2	3	4	5
139.	feel that old-fashioned discipline is needed today	1	2	3	4	5
140.	stand by my convictions	1	2	3	4	5
141.	strive to be an expert at something	1	2	3	4	5
142.	have fun attending parties and being with people	1	2	3	4	5
143.	get as much pleasure out of life now as possible	1	2	3	4	5
144.	feel that it is right to be very ambitious	1	2	3	4	5

PART VI

Choose the best answer and mark the correct response on the answer sheet.

145. Have you found any teacher in school who is very helpful to you?
- (1) Yes
 - (2) No
146. State your sex.
- (1) Boy
 - (2) Girl
147. In which school grade are you?
- (1) nine
 - (2) ten
 - (3) eleven
 - (4) twelve
 - (5) thirteen
148. How old are you?
- (1) 14 or younger
 - (2) 15
 - (3) 16
 - (4) 17
 - (5) 18 or over
149. In how many extra-curricular activities do you participate in school at the present time?
- (1) none
 - (2) one
 - (3) two
 - (4) three
 - (5) four or more
150. In how many organized activities do you participate outside of school? (e.g., music lessons, swimming instruction, hockey, etc.)
- (1) none
 - (2) one
 - (3) two
 - (4) three
 - (5) four or more
151. What is the highest level of education you expect to have actually attained ten years from now?
- (1) Not finished high school
 - (2) High School graduate or Technical Institute graduate
 - (3) Some University, e.g., Teaching Certificate, Reg. Nurse, etc.
 - (4) University degree, e.g., B.A., B.Ed., B.Sc., R.N.
 - (5) Professional Degree, e.g., Doctor, Lawyer, Ph.D.
152. Which one of these things would be hardest for you to take?
- (1) parents' disapproval
 - (2) teachers' disapproval
 - (3) breaking with friend

153. If you could be remembered here at school for one of the things below, which one would you want it to be?
- (1) outstanding student
 - (2) athletic star
 - (3) most popular
154. Which item below fits your parents most accurately?
- (1) they understand problems of teen-agers and assist them
 - (2) they are not interested in teen-agers
 - (3) they seem willing to help but don't understand problems of teen-agers
155. Which item below fits most of the teachers at your school?
- (1) they understand problems of teen-agers and assist them
 - (2) they are not interested in teen-agers
 - (3) they seem willing to help but don't understand problems of teen-agers
156. What course are you taking now?
- (1) Matriculation (university entrance)
 - (2) General
 - (3) Industrial Arts
 - (4) Business
 - (5) Technical or Vocational

PART VII

Following are a number of statements about teaching. Our purpose is to gather information regarding your actual attitudes concerning these statements.

You will recognize that the statements are of such a nature that there are no correct or incorrect answers. We are interested only in your frank opinion of them.

Choose the best answer and mark the correct response on the answer sheet.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
157. It is desirable to require pupils to sit in assigned seats during assemblies.	1	2	3	4	5
158. Pupils are usually not capable of solving their problems through logical reasoning.	1	2	3	4	5
159. Directing sarcastic remarks toward a defiant pupil is a good disciplinary technique.	1	2	3	4	5
160. Beginning teachers are not likely to maintain strict enough control over their pupils.	1	2	3	4	5
161. Teachers should consider revision of their teaching methods if these are criticized by their pupils.	1	2	3	4	5
162. The best principals give unquestioning support to teachers in disciplining pupils.	1	2	3	4	5
163. Pupils should not be permitted to contradict the statements of a teacher in class.	1	2	3	4	5
164. It is justifiable to have pupils learn many facts about a subject even if they have no immediate application.	1	2	3	4	5
165. Too much pupil time is spent on guidance and activities and too little on academic preparation.	1	2	3	4	5
166. Being friendly with pupils often leads them to become too familiar.	1	2	3	4	5
167. It is more important for pupils to learn to obey rules than that they make their own decisions.	1	2	3	4	5
168. Student governments are a good "safety valve" but should not have much influence on school policy.	1	2	3	4	5
169. Pupils can be trusted to work together without supervision.	1	2	3	4	5

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
170. If a pupil uses obscene or profane language in school, it must be considered a moral offense.	1	2	3	4	5
171. If pupils are allowed to use the lavatory without getting permission, this privilege will be abused.	1	2	3	4	5
172. A few pupils are just young hoodlums and should be treated accordingly.	1	2	3	4	5
173. It is often necessary to remind pupils that their status in school differs from that of teachers.	1	2	3	4	5
174. A pupil who destroys school material or property should be severely punished.	1	2	3	4	5
175. Pupils cannot perceive the difference between democracy and anarchy in the classroom.	1	2	3	4	5
176. Pupils often misbehave in order to make the teacher look bad.	1	2	3	4	5

This concludes Set I. Thank you for your cooperation. Please return the questionnaire and the answer sheet to the teacher in charge.

PROJECT INQUIRY

STUDENT DATA SERIES

Set II

IMPORTANT

Individual replies are held in strict confidence.
An I.D. number is necessary to allow your responses at
different times in the year to be matched and totalled.

General Instructions:

1. Work at fairly high speed.
2. Complete each part in order as you come to it.
3. Please answer each item. Most items require only one answer.
4. Instructions for some parts differ, please read them carefully.
5. Please do not mark on this questionnaire, use the answer sheet for Set II.

Your sincere cooperation is very valuable. This information can affect decisions concerning changes in the operation of your school.

THANK YOU

INSTRUCTIONS

Please note the space labelled Name at the top of the answer sheet. In this space write only the first two letters of your last name and the day and month of your birthday. For example: SM 7, January.

Thank you.

PART I

The purpose of this instrument is to measure your attitude toward the concept EDUCATIONAL ADMINISTRATION. In answering, please make your judgments on the basis of what this concept means to you.

Here is how to use these scales:

1. If you feel that this concept is very closely related to one end of the scale, you should select either 1 or 7: (Be sure to mark on the answer sheet not the questionnaire.)

fair 1 2 3 4 5 6 7 unfair

OR

fair 1 2 3 4 5 6 7 unfair

2. If you feel that this concept is quite closely related to one end of the scale (but not extremely), you should select either 2 or 6:

strong 1 2 3 4 5 6 7 weak

OR

strong 1 2 3 4 5 6 7 weak

3. If this concept seems only slightly related to one side as opposed to the other side (but not really neutral), then you should choose either 3 or 5:

active 1 2 3 4 5 6 7 passive

OR

active 1 2 3 4 5 6 7 passive

The direction toward which you check, of course, depends upon which of the two ends of the scale seem most characteristic of the concept you're judging.

4. If you consider the concept to be neutral on the scale, both sides of the scale equally associated with the concept, or if the scale is completely irrelevant, unrelated to the concept, then you should select the middle response:

safe 1 2 3 4 5 6 7 dangerous

WORK FAIRLY RAPIDLY

EDUCATIONAL ADMINISTRATION

1.	bad	1	2	3	4	5	6	7	good
2.	active	1	2	3	4	5	6	7	sluggish
3.	broad	1	2	3	4	5	6	7	narrow
4.	contemptible	1	2	3	4	5	6	7	admirable
5.	wasteful	1	2	3	4	5	6	7	thrifty
6.	courteous	1	2	3	4	5	6	7	unmannerly
7.	distinguished	1	2	3	4	5	6	7	ordinary
8.	reasonable	1	2	3	4	5	6	7	ridiculous
9.	eager	1	2	3	4	5	6	7	apathetic
10.	fair	1	2	3	4	5	6	7	unfair
11.	flexible	1	2	3	4	5	6	7	rigid
12.	formidable	1	2	3	4	5	6	7	weak
13.	ignorant	1	2	3	4	5	6	7	educated
14.	vigorous	1	2	3	4	5	6	7	lethargic
15.	strong	1	2	3	4	5	6	7	weak
16.	annoying	1	2	3	4	5	6	7	pleasing
17.	pertinent	1	2	3	4	5	6	7	unrelated
18.	forceful	1	2	3	4	5	6	7	wavering
19.	vague	1	2	3	4	5	6	7	clear
20.	righteous	1	2	3	4	5	6	7	corrupt

PART II

Choose the best answer and mark the correct space on the answer sheet.

	Agree Strongly	Agree Somewhat	Agree Slightly	Disagree Slightly	Disagree Somewhat	Disagree Strongly
21. Voting is the only way that students like me can have any say about how the students' council runs things.	1	2	3	4	5	6
22. Sometimes students' council activities and business seem so complicated that a student like me can't really understand what's going on.	1	2	3	4	5	6
23. Students like me don't have any say about what the students' council does.	1	2	3	4	5	6
24. I don't think student council members care much what the students like me think.	1	2	3	4	5	6

PART III

The purpose of this questionnaire is to discover what you think the role of the HIGH SCHOOL STUDENT ought to be.

For each of the statements in the following three pages indicate how you feel-- that is, what you think ought to be.

Respond by choosing the best answer and marking it on the answer sheet.

You think or feel that the HIGH SCHOOL STUDENT ought:

	Agree Very Strongly	Agree Strongly	Agree Somewhat	Undecided	Disagree Somewhat	Disagree Strongly	Disagree Very Strongly
25. to attend all classes regularly	1	2	3	4	5	6	7
26. to spend substantial time studying course materials	1	2	3	4	5	6	7
27. to conform to rules and regulations governing dress	1	2	3	4	5	6	7
28. to try to get good marks	1	2	3	4	5	6	7
29. to feel free to challenge an instructor's statements	1	2	3	4	5	6	7
30. to expect to be disciplined by his peer group	1	2	3	4	5	6	7
31. to have freedom to experiment with LSD or other drugs	1	2	3	4	5	6	7
32. to participate in the evaluation of the effectiveness of staff	1	2	3	4	5	6	7
33. to be inquisitive	1	2	3	4	5	6	7
34. to feel free to criticize a specific institutional policy at home with his family	1	2	3	4	5	6	7
35. to feel free to criticize a specific institutional policy when with his student group	1	2	3	4	5	6	7
36. to have representation at board meetings	1	2	3	4	5	6	7
37. to have freedom of choice of courses he wishes to study	1	2	3	4	5	6	7
38. to have freedom of expression in the student paper	1	2	3	4	5	6	7

You think or feel that the HIGH SCHOOL STUDENT ought:

	Agree Very Strongly Agree Strongly Agree Somewhat Undecided Disagree Somewhat Disagree Strongly Disagree Very Strongly						
39. to try to be accepted by the staff	1	2	3	4	5	6	7
40. to be represented in setting up rules and regulations	1	2	3	4	5	6	7
41. to take detailed notes in class	1	2	3	4	5	6	7
42. to feel free to boycott classes	1	2	3	4	5	6	7
43. to feel free to challenge existing values	1	2	3	4	5	6	7
44. to participate in planning the content of a course	1	2	3	4	5	6	7
45. to be represented in the selection of staff	1	2	3	4	5	6	7
46. to try to be accepted by his peer group	1	2	3	4	5	6	7
47. to take an active part in student activities	1	2	3	4	5	6	7
48. to evade institutional rules and regulations	1	2	3	4	5	6	7
49. to be open-minded	1	2	3	4	5	6	7
50. to conform to rules and regulations	1	2	3	4	5	6	7
51. to memorize facts	1	2	3	4	5	6	7
52. to be an example to other students	1	2	3	4	5	6	7
53. to be hard-working	1	2	3	4	5	6	7
54. to feel free to challenge a staff member's interpretation of a rule	1	2	3	4	5	6	7
55. to be well-mannered	1	2	3	4	5	6	7
56. to feel free to question an instructor's evaluation of his performance	1	2	3	4	5	6	7
57. to have freedom to move in buildings	1	2	3	4	5	6	7
58. to have a voice in determining the methods used in assessing his performance	1	2	3	4	5	6	7
59. to be politically involved	1	2	3	4	5	6	7
60. to be well-groomed	1	2	3	4	5	6	7
61. to have representation at staff meetings	1	2	3	4	5	6	7
62. to demonstrate on issues	1	2	3	4	5	6	7

You think or feel that the HIGH SCHOOL STUDENT ought:

	Agree Very Strongly Agree Strongly Agree Somewhat Undecided Disagree Somewhat Disagree Strongly Disagree Very Strongly						
63. to observe only minimal compliance with rules and regulations	1	2	3	4	5	6	7
64. to feel free to call staff members by their first names	1	2	3	4	5	6	7
65. to try to get along with his instructors	1	2	3	4	5	6	7
66. to cooperate with the administration	1	2	3	4	5	6	7
67. to address his instructors with respect	1	2	3	4	5	6	7
68. to feel free to criticize a specific institutional policy openly	1	2	3	4	5	6	7
69. to be represented in planning the calendar of activities	1	2	3	4	5	6	7
70. to be allowed to make use of the laboratory for individual science projects	1	2	3	4	5	6	7
71. to be allowed to make use of the school library for study after hours	1	2	3	4	5	6	7
72. to be allowed to hold informal seminars on critical issues	1	2	3	4	5	6	7
73. to participate in extra-curricular activities with staff members	1	2	3	4	5	6	7
74. to be represented in decisions regarding the expulsion of students	1	2	3	4	5	6	7
75. to be allowed to complete his courses in less than the allotted time	1	2	3	4	5	6	7
76. to be prepared to suffer disciplinary consequences resulting from his actions	1	2	3	4	5	6	7

PART IV

Choose the answer that best describes your degree of satisfaction with each of the following and mark the correct response on the answer sheet:

	Highly Satisfied	Quite Satisfied	Slightly Satisfied	Slightly Dissatisfied	Quite Dissatisfied	Highly Dissatisfied
77. Relationships with the teachers you see most often	1	2	3	4	5	6
78. Relationships with the principal and other administrators	1	2	3	4	5	6
79. Relationships with other students in this school	1	2	3	4	5	6
80. Relationships with counsellor(s)	1	2	3	4	5	6
81. Relationships with other teachers in this school	1	2	3	4	5	6
82. The marks you have achieved	1	2	3	4	5	6
83. The quality of your school work this year	1	2	3	4	5	6

This concludes Set II. Thank you for your cooperation. Please return the questionnaire and the answer sheet to the teacher in charge.

B30031